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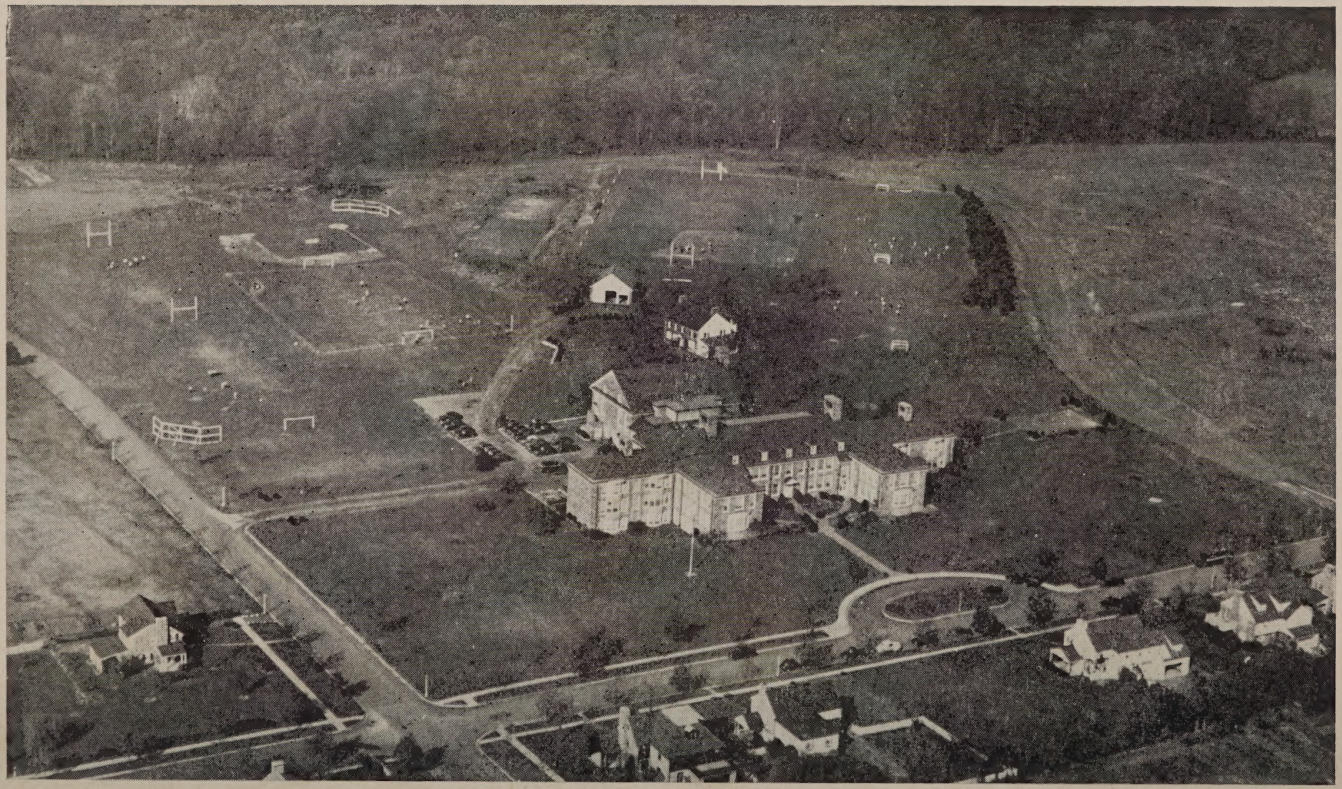
Friends School in Wilmington



Friends School moved in 1937 to its present home in Alapocas, just outside the city limits.

Friends School in Wilmington

An Account of the Growth of the School from
Its Beginnings to the Present Time
with Mention of Some of
the Men and Women
Who Have Been
a Part of It

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DELAWARE

PREPARED BY A COMMITTEE APPOINTED
BY THE BOARD OF MANAGERS OF
THE SCHOOL

Printed on the Occasion of the Two-Hundredth Anniversary
of the Founding of the School

FRIENDS SCHOOL
WILMINGTON, DELAWARE
1948

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1830979

PREFACE

What began as a duty became a pleasure. The preparation of a history of Friends School in Wilmington was undertaken in 1945 by a committee composed of Ruth Kelsay Gloor, Janice S. Hollingsworth, Wilmot R. Jones, Albert Kruse, Caroline Philips, Elisabeth Kruse Switzer, Miriam W. Webb, Helen Gawthrop Worth, and myself. As the work progressed, the members of the committee began to enjoy and appreciate the task. Hitherto unknown facts about teachers, pupils and buildings were learned. Interesting stories and incidents were discovered by the committee or were related to its members. Much material was disclosed of which little had been known before.

It is greatly to be regretted that such a history was not written earlier. There must be a vast amount of information about the school that is now lost forever. Many people who knew much about Friends School have died. Many records cannot be found. Often the search for data has been useless. What is here set down is accurate as far as it can be made so.

As to the contents, the committee had to decide what to include and what to omit. The members accept the responsibility, realizing that others would have made different choices.

The committee wishes to thank all those who helped in the work. Former pupils, teachers and others have supplied information, developed details, assisted in other ways. It would be impossible to name all those who have helped and encouraged us but to each the committee is grateful. In preparing this history the committee consulted and found much material in the Friends Historical Library at Swarthmore, the Historical Society of Delaware and the Wilmington Institute Free Library. We wish to acknowledge especially the kindness of Margaret L. Kane who allowed us to use her thesis "Secondary Education in Delaware" as a source of material. The text is a composite effort and the committee hopes that it will serve a useful purpose, both in the coming bicentennial of the school and for future pupils.

For the Committee
CHARLES W. BUSH
Chairman

Wilmington, Delaware
July 1948

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Chapter I

THE BEGINNINGS

FRIENDS SCHOOL was started in 1748. The wars between England and France were in progress, and the year was turbulent for Delaware because of the threats of raids by privateers coming up the river. Delaware was active in contributing her full share of men and supplies, as well as expressions of loyalty, to the king of England.

How much this patriotic feeling influenced the dwellers on Quaker Hill is hard to determine. No doubt the boys of Friends School had their own mock drills and battles, but the minutes of the meeting are silent on the subject. At this early date, Quaker Hill, where the present meeting house stands, was outside the limits of the town. Many Friends lived on the hill, and according to Elizabeth Montgomery in her *Reminiscences of Wilmington,* the place must have offered a pleasing prospect, for it overlooked "every high place around—Here was an old apple tree, under this same tree the ground was carpeted with grass of richest green—Here our venerated general (Washington) had spent many hours in admiring the surrounding scenery."

The interest of Friends in education stems from the fact that, since early Christian times, this important function had been entrusted to the church. Quakerism began in England, and early Quakers, basing their ideas on the practices of the Anglican Church, gave careful thought to the founding of schools which would foster the kind of development consistent with the Friendly way of life. The Quakers settling in the new world brought with them a concern for the proper and guarded training of their children. Small schools under the care of local meetings sprang up wherever Friends settled, usually in the very dooryard of the meeting house. Since the meeting school was frequently the only school in the neighborhood, its doors were open to all who wished to attend. Early Friends felt a responsibility for the good of the community which they could discharge by providing for the education of all youth. This characteristic concern for education pervaded the settlements of Friends throughout the colonies.

The settlement which grew to be Wilmington was laid out

by Thomas Willing in 1731 and in the fall of 1735 a group of Quakers headed by William Shipley removed to the new town. By 1736 there were thirty-three houses in the new settlement, and the street plan had been extended as far north as Seventh Street, westward from Market to Tatnall Street, and eastward to Walnut Street.

In 1738 Wilmington Preparative Meeting built a meeting house beyond Tatnall Street fronting on High Street, now Fourth Street. In ten years the meeting membership had so greatly increased that a new meeting house was built across what is now West Street from the original location and Friends School was established in the first meeting house. This seems to have been inspired by a concern that was "expressed and solidly considered" at the Philadelphia Yearly Meeting of 1746 for the education of the youth of the meeting. The desire to improve educational facilities thus brought to their attention, it seemed logical for the Friends in Wilmington, moving into their new meeting house in 1748, to establish in the outgrown building a school "to teach the rudiments of reading, writing and 'cipher-ing' " to the poor of the neighborhood.[1] Until 1937 school was kept on this same site. Although later additions increased the structure to many times its original size, the little meeting house can still be traced from its brick wall of Flemish bond plainly visible on the West Street side of the old school building.

Benjamin Ferris, who was for many years a member of the school committee, states that this original meeting house had been devoted to school use since 1748, describing it thus:

> "It was built of brick 24 feet square, and one story high. It originally had a broad penthouse, or projecting roof, at the south-west end, extending across the whole of that front. A sun dial was placed over the small window under the peak of the roof, where it kept its place more than sixty years, notwithstanding the *gnomon* was frequently a mark for the scholars who felt disposed to show their skill in throwing stones."[2]

Wilmington Monthly Meeting of Friends was formed in 1750. Before that time the meeting was a preparative meeting subsidiary to the monthly meeting at New Wark (Carrcroft). Unfortunately these early Friends kept few records or minutes; only scraps of information of these early days have survived the passage of years. The establishment of the monthly meeting must have impressed Friends with the importance of their proceedings for from this date careful minutes, still much too brief

1. *Friends in Wilmington,* 1938, p. 46.
2. Benjamin Ferris, *History of the Original Settlements on the Delaware,* Wilmington, 1846, p. 298.

for the purposes of this history, were kept. In reading over the old minute books entries like "the committee appointed at last monthly meeting has met and given its report" make the reader wish that the recorder had given a thought to the curiosity of the twentieth century.

The first specific minute concerning Friends School occurs in the records from the men's meeting of 1757: "Wilmington Preparative Meeting keeping the schoolhouse in repare at their own expence."

Many times the meeting minutes of these early days express concern for the education of the youth and mention that parents neglectful of the education of their children were taken to task. A minute of 1776 said "The Friends appointed to visit families of such as neglect the education of the youth are still continued."

The school was first established for the instruction of children of poorer families. Well-to-do Friends, like many other people of that day, hired tutors for their children. According to the diary of Joseph Bringhurst in 1797, these tutors were not always to be trusted and much dissatisfaction was found with them. John Woolman, a New Jersey Quaker of this era who was noted for his simple living, also warned against tutors who might "follow the Maxims of the Wisdom of this World."[3]

Friends felt deeply the value of education, but an education of a limited kind. Their disapproval of drama and fiction narrowed the field of interest. The study of science was more compatible with Quaker scruples, and appeared in school courses at an early date. The emphasis of early Friends was on education at the primary and secondary school level. Colleges under the care of Friends did not appear until nearly a century had passed, because early Friends, having no "hireling ministry," felt no need for colleges which at the time were largely founded for theological training. "To the Quaker, education must minister to the body, mind and spirit."[4] Quakers "did not train their children to adjust themselves to society, but to stand apart from it when conscience required."[5] The endeavor was, and still is, "to relate individual life to a more than individual purpose."[6] Not only did education concern itself with the pupil's character, but in a very practical way it prepared him to earn his living and to help others to do so, that there might be "not a beggar amongst us."[7]

All these high purposes stem from the words of George

3. Howard H. Brinton, *Quaker Education in Theory and Practice,* Pendle Hill, 1940, p. 69.
4. op. cit., p. 14.
5. op. cit., p. 18.
6. op. cit., p. 57.
7. William Charles Braithwaite, *Beginnings of Quakerism,* MacMillan, London, 1912, p. 330.

Fox, the founder of Quakerism, who in 1667 wrote in his *Journal:* " . . . I advised the setting up of a school . . . for teaching children; and also a woman's school to be opened . . . for instructing young lassies and maidens in whatsoever things were civil and useful in the creation."[8] This meant a practical education where languages found their place as the "keys to international correspondence and to certain moral and religious discourses, rather than as keys to the world's literary art."[8a]

Frank in self-criticism, an answer to the education query at Philadelphia Yearly Meeting in 1774 shows this from Wilmington: "With respect to the education of the youth, there appears a very great deficiency, though some are careful both by precept and example to do their duty therein."

In January 1777 Wilmington Monthly Meeting recorded this minute: "We the Committee appointed to assist the Families of Friends amongst us as are Deficient in the Education of the Youth in the way of Plainness of Dress, Address, etc. have agreeable thereto visited such within the Compass of our Monthly Meeting as far as we felt our way open in love to a degree of Peace in our own Minds."

In this same year this comment was included in the report of the School Committee:

> "We, the committee in care of the schools, report that we have made inquiry and have not yet found a master, that John Abraham's time is nearly expired, that there is a school at White Clay Creek under the direction of that meeting, likewise a Master's school kept in Wilmington by a Friend and under the direction of the Preparative Meeting, one Woman's or Mistresses' School under the direction of Women's Preparative Meeting to which some Friends children are sent, the Mistress not a Friend, two Master's Schools to which Friends children are sent, one of the masters belonging to Friends, but neither of their schools under the direction of the meeting."

It is difficult always to decide to which of several schools the minutes refer. At Friends School there were sometimes more boys than at other times. Perhaps at one time only girls were taught in the school. Since boys and girls were taught separately the two departments were called the schools and not the school.

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8. *Journal of George Fox* (revised by Norman Penney), J. M. Dent and Sons, Ltd., London, 1924, p. 252.
8a. William W. Comfort, *The Quaker Way of Life,* Blakiston, Philadelphia, 1945, p. 98.

The tuition for each child in 1757 was $2.50 a quarter. A negro child, referred to as "1 black boy," was mentioned on an early school bill. Friends' concern for education even in these early times extended to all races.

In 1758 "Joshua Way left the sum of £20 currency to Wilmington meeting to be applied to the use of schools."[9] Between 1772 and 1798 the meeting minutes recorded numerous bequests to be used for schooling of poor children, black or white. For example:

> "In 1772 Deborah Ferris, executrix of the last will and testament of Benjamin Ferris, informed the Meeting that the deceased left by his late Will and Testament the sum of Twenty-five Pounds to this Meeting, and the Interest arising therefrom to be applied yearly for the Schooling of Poor Children either White or Black, who are not under the immediate care of any Society, at the School that is under the Inspection of Friends."[10]

An extract from the will of David Ferris, 1783, states:

> "Item, I give & bequeath unto the Monthly Meeting of Friends in the 5th Borough, One hundred & thirty three such Pieces of Eight as afs., to be paid as herein after mentioned, & when received to be to use, and the Interest arising therefrom, to be applyd by the 5th Meeting, for the Schooling of Poor Children, White or Black, that have no right in any religious Society . . . ."

William Dunlap mentions that "in 1794 a sum of money was given to Wilmington Monthly Meeting for the purpose of educating poor children of any religious denomination." He goes on to quote the minutes:

> "This meeting is now informed that John and Mary Dickinson with a view to facilitate the education of poor children, and the children of persons not in affluent circumstances, without any distinction of religious profession, have proposed to make over to the Monthly Meeting of Friends in Wilmington, two hundred pounds well secured by a mortgage on a valuable plantation in Kent, payable in five years, the interest of which to be punctually paid every year—which being considered by the meeting, is accepted, and it is also agreed to apply the money agreeably to their proposition. John Ferriss, Samuel Canby and William Poole are appointed to inform them thereof and to take assignment

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9. Wilmington Preparative Meeting Minutes—February, 1758.
10. William C. Dunlap, *Quaker Education in Baltimore and Virginia Yearly Meetings with an Account of Certain Meetings of Delaware and the Eastern Shore Affiliated with Philadelphia,* Philadelphia, 1936, p. 352.

on said mortgage as trustee for this meeting, and to report of their care therein to next meeting."[11]

This is the John Dickinson who was a member of the Constitutional Convention; his grave is in the meeting house burial ground at Fourth and West Streets.

As the desire for education increased money for continuing the school became a pressing problem. A school fund is first mentioned in the minutes during 1779. In this period a new school visiting committee was appointed at each monthly meeting or the committee of the previous month was continued to visit the schools under its care. In 1792 Philadelphia Yearly Meeting advised its subordinate monthly meetings to raise a fund that would give a permanent income to the schools under their care. The Wilmington Monthly Meeting therefore authorized its school committee augmented by Caleb Seal, John Elliot, Stephen Stapler and George Spackman "to provide a suitable plan and solicit friends to go into a general subscription for the purpose aforesaid."[12]

This committee worked quickly and at the following monthly meeting was ready with its recommendations. They had prepared a plan "of a standing and desirable nature" by which money contributed was to be lent out at interest. The interest was to be applied "toward the education of poor children, toward the master's salary if necessary, and toward such purposes as may be the best." A permanent treasurer was appointed. That the plan was successful is shown by the following reference to Wilmington Monthly Meeting: " . . . a Fund for the Schooling of Poor Children to which there is money subscribed to the amount of 200 pounds and donations for the schooling of Poor Children to the amount of 150 pounds."[13] The first purchase from this fund was "Bibles not exceeding twenty." In 1799 the fund had reached £640.

One ever-present difficulty was the finding of suitable teachers. At some periods the Wilmington meeting had as many as ten schools under its care, some like Friends School maintained by the meeting, others run as private ventures by members of the meeting. The minutes often recorded that most of these schools were closed because of lack of the right kind of teacher.

Benjamin Ferris comments on the kind of teacher too often found in 1786:

"It is well known to many yet living that, in country

11. op. cit., p. 354.
12. Wilmington Monthly Meeting Minutes, December, 1792.
13. Concord Quarterly Meeting Committee on Education, 1793.

places, it was then common to employ as school master, any tolerably decent looking traveller who would apply for the office. The first and most important inquiry was, at how low a price would he teach a child for three calendar months. If that question was satisfactorily settled, and it was found that he could 'read, write and cipher,' the bargain was concluded. It most frequently happened that the applicant was a foreigner who spoke English (if it can be said that he spoke it at all) with a broad, uncouth accent, or vile brogue, announcing that he had just come ashore from some passenger ship; and it very often turned out, that he was an habitual drunkard, who spent a goodly portion of his time during school hours in sleep. To such teachers it was common to expose the morals of children."[14]

Benjamin Ferris, while deploring the usual low state of education "sixty years ago"—i.e. 1786—particularly in "country places" assures us that in Wilmington

. . . "things were not quite so bad. The teachers were frequently good moral characters, though often very deficient in other respects. The course of instruction very rarely extended beyond reading, writing and arithmetic. About the year 1787, the committee having the charge of the school 'on the hill' procured a teacher from Philadelphia, who was at that time accounted an extraordinary scholar, as he could teach Latin and Greek. He introduced, as an additional branch of instruction, English grammar, but for want of suitable books for the purpose, his effort was almost an entire failure. No other branches were attempted. Geography was no more thought of as a branch of school education than Astrology.

"As late as the time we are now alluding to, the old barbarous custom of 'barring out' had not become entirely obsolete. The last attempt of the kind was so disastrous that it never was repeated in that house. It took place during the incumbency of the late John Webster, a man of considerable notoriety afterwards in Wilmington. On the evening before Christmas, the boys had got possession of the schoolhouse, and employed themselves in carrying a quantity of wood from the cellar, and piling it against the doors inside the room. They then secured all the windows but one, which was kept open as a kind of drawbridge to go into the castle.

"Next morning early, such of the boys as had courage to

14. Ferris, *History of the Original Settlements*, pp. 285-286.

stand a siege, entered the fortress, and fastening the place of entry, awaited with anxiety the arrival of the master. At length he made his appearance, and after unlocking the door as usual, he found it would not turn upon its hinges. On searching after the cause, he discovered that the house was in possession of his scholars, who had barred every entrance, and now refused him admission, unless, on his honor, he would promise them a vacation for the day. To this humbling condition he refused to submit; and now came on the tug of war.

"After some fruitless attempts to open a breach in the ramparts, and while the master was looking for more effectual means to gain the fort, some elderly Friends were discovered coming up the hill, with deliberate step, on their way to meeting: for this memorable siege happened on their day for public worship. No sooner had they understood the case, than they promptly joined the assailing force. One of them procured a crow-bar, and, with a crash that made every defender of the place to tremble, bursted open a window, fronting on West street. Many of the besieged, and especially the weaker members of the garrison, now saw that all chance of escape was lost. But some of the larger boys, who foresaw that they would have to bear the heaviest part of the consequences, made an effort to get away; and opening a window on the back part of the house, began to jump out: but one of the assailants not feeling easy that the guiltiest should so avoid the salutary inflictions which awaited them, had seasonably stationed himself at the place of sortie, and with his cane so effectually administered the law of Moses, which forbids that the guilty should go free, that the greater part surrendered at discretion. A regular court for the trial of the offenders was now held, in the presence of the grave captors, who sat as judges in the case, the schoolmaster being the executive officer; and such was the efficacy of their administration, that the stoutest heart ever afterwards quailed at the bare suggestion of a 'barring out.' "[15]

This John Webster was a strong believer in corporal punishment. Quakers were later opposed to this form of punishment, and in 1846 Benjamin Webb was arguing against it in the state school convention. John Webster had the distinction of teaching these famous Delawareans: James A. Bayard, Louis McLane, Caesar A. Rodney and Edward W. Gilpin.[16]

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15. op. cit., pp. 286-287.
16. J. Thomas Scharf, *History of Delaware,* Philadelphia, 1888, p. 691.

Thomas Scharf says:

"In 1810 Jesse Gause was teacher, and years later he was followed by Alexander McKiever—Robert Hurnand, an Englishman, was an early teacher. Aquilla Thomas was engaged as teacher in 1828 and succeeded many years later by Thomas Hayhurst.—Nathan Bassett and Jacob Heald were also among the early teachers. Among the teachers of girls were Margaret McCannon and Margaret Dixon."[17]

William Dunlap clarifies the status of Friends School by quoting from Wilmington Monthly Meeting minutes for 1813, which enumerate the various educational bequests in the hands of the meeting, and state that one school

"is taught to satisfaction in the house belonging to the meeting. This school has partaken but in a very small degree of the Interest arising from the Funds in question, they having been principally expended on Poor children not of our Society whom we have sent to several Schools taught by women Friends not under the inspection of any committee."[18]

The school committee of 1819 consisted of Isaac Jackson, Ziba Ferris, William Lea, Samuel Hilles and Evan Lewis, some of whom were still serving in 1829 when

"the said committee observed with concern the declining state of the school for boys, which has for some time been kept in the house on West Street belonging to the Monthly Meeting —On careful attention to this subject this decline appears to the committee to be the result of causes demanding the attention of the Meeting and which by a due concern on the part of Friends generally might be easily removed—The teachers who have for a long time officiated in that house have not been members of the society and not feeling themselves bound by its testimonies have not brought their pupils to our meetings for Divine worship, or otherwise conformed to our religious concern in the education of our children thus our strong inducement for concerned parents to send their offspring to such a school has been wanting.

"The general improvement of schools in the mode of teaching and by the introduction of numerous useful branches of instruction not formerly attended to, make it necessary that Friends seminaries should in some good degree keep pace with this improvement in order to deserve and insure the patronage of our own members. The establishment has been so defective as not to have obtained even this patronage.

17. op cit., p. 691.
18. Dunlap, *Quaker Education*, p. 357.

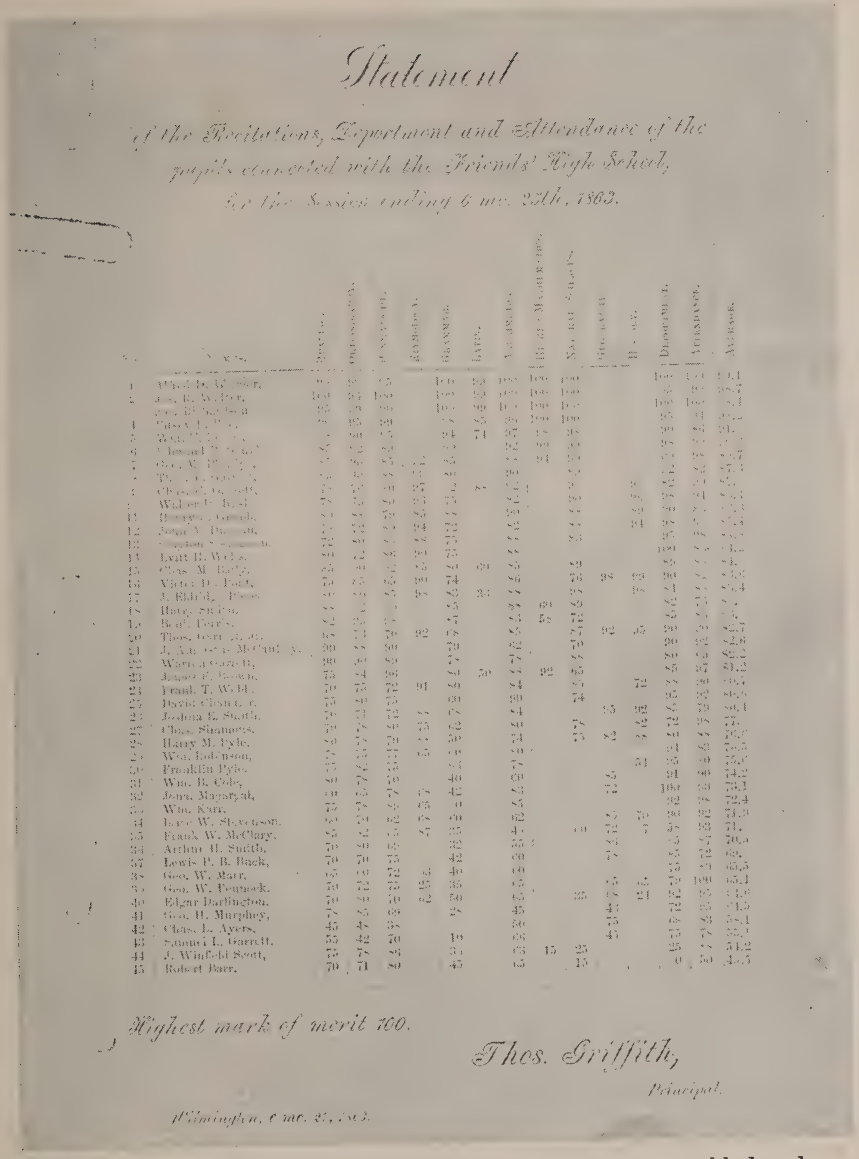
"On weighty consideration of the whole subject the Committee have thought it right to draw the attention of the Monthly meeting to this important concern—And in order to establish a school under the care of Friends, which, from its intrinsic excellence as a seminary of useful instruction will command the respect of parents and guardians, and be the means of inculcating on the youthful mind a due estimate of our religious testimonies the committees propose—that the Northly part of the said school house shall be raised so as to make one commodious room over the present school room—that, as soon as the sources of the committees on the subscription of individuals will warrant it, this room shall be furnished with such books and apparatus for the use of the school as may be needful to instruct our youth in the history of the society and our christian principles as well as in the useful branches of Natural Science."[19]

The records do not show that the monthly meeting was able to bring about immediate improvement in the school. Though there were continuing bequests for educating children of poor Friends or children of poor persons not members of the meeting, in 1833 the meeting answered the yearly meeting committee on education by saying that there were 110 children under the care of the meeting but that only 47 attended the two schools and only 13 of them were members. Both these schools were "for females except that a few small Boys are occasionally admitted."[20]

The yearly meeting of 1835 in Philadelphia had been much disturbed by the state of Quaker schools, and a committee had earnestly looked into the matter, deciding that better pay for teachers and better discipline at home would help matters. Wilmington meeting had answered the letter sent out on the subject by saying that it saw the need of one or more schools having a special view to the "support of our Christian testimonies."[21] This meeting had received a sufficient number of subscriptions to put the West Street school in good order and to obtain a well-qualified teacher. It was hoped that maps and globes and other apparatus were to follow. In replying to the query on education in 1844 the meeting reported that there was one school for boys and one for girls in "good condition and numerously attended."[22]

The problem in 1846 was the lack of qualified teachers in the Society of Friends. The committee in the women's meeting who held this concern were Mary Betts, Elisabeth Peast, Martha

19. op. cit., pp. 265-266.
20. op. cit., p. 270.
21. op. cit., p. 274.
22. op. cit., p. 275.



Statement

of the Recitations, Deportment and Attendance of the pupils connected with the Friends' High School, for the Session ending 6 mo. 25th, 1863.

No.	Names.	Recitations.	Deportment.	Attendance.	Grades in Mathematics.	Grades in Languages.	Grades in Natural Sciences.	Grades in Miscellaneous.	Grades in Mathematics.	Grades in Languages.	Grades in Natural Sciences.	Grades in Miscellaneous.	Diplomas awarded.	Attendance.	Average.
1	[illegible]	100	98	95		100	98	100	100	100			100	94	99.1
2	[illegible]	100	95	100		100	99	100	100	100			100	94	98.7
3	[illegible]	98	98	98		100	99	100	100	100			100	94	98.7
4	[illegible]	98	95	98		97	75	99	100	100			100	94	95.1
5	[illegible]	96	98	98		94	71	97	98	98			100	94	93.1
6	[illegible]	96	98	98		94		97	98	98			100	94	97.1
7	[illegible]	96	98	98		94		97	98	98			100	94	97.1
8	[illegible]	96	98	98		94		97	98	98			100	94	97.1
9	[illegible]	96	98	98		94		97	98	98			100	94	97.1
10	[illegible]	96	98	98		94		97	98	98			100	94	97.1
11	[illegible]	96	98	98		94		97	98	98			100	94	97.1
12	[illegible]	96	98	98		94		97	98	98			100	94	97.1
13	[illegible]	96	98	98		94		97	98	98			100	94	97.1
14	[illegible]	96	98	98		94		97	98	98			100	94	97.1
15	[illegible]	96	98	98		94		97	98	98			100	94	97.1
16	[illegible]	96	98	98		94		97	98	98			100	94	97.1
17	[illegible]	96	98	98		94		97	98	98			100	94	97.1
18	[illegible]	96	98	98		94		97	98	98			100	94	97.1
19	[illegible]	96	98	98		94		97	98	98			100	94	97.1
20	[illegible]	96	98	98		94		97	98	98			100	94	97.1
21	[illegible]	96	98	98		94		97	98	98			100	94	97.1
22	[illegible]	96	98	98		94		97	98	98			100	94	97.1
23	[illegible]	96	98	98		94		97	98	98			100	94	97.1
24	[illegible]	96	98	98		94		97	98	98			100	94	97.1
25	[illegible]	96	98	98		94		97	98	98			100	94	97.1
26	[illegible]	96	98	98		94		97	98	98			100	94	97.1
27	[illegible]	96	98	98		94		97	98	98			100	94	97.1
28	[illegible]	96	98	98		94		97	98	98			100	94	97.1
29	[illegible]	96	98	98		94		97	98	98			100	94	97.1
30	[illegible]	96	98	98		94		97	98	98			100	94	97.1
31	[illegible]	96	98	98		94		97	98	98			100	94	97.1
32	[illegible]	96	98	98		94		97	98	98			100	94	97.1
33	[illegible]	96	98	98		94		97	98	98			100	94	97.1
34	[illegible]	96	98	98		94		97	98	98			100	94	97.1
35	[illegible]	96	98	98		94		97	98	98			100	94	97.1
36	[illegible]	96	98	98		94		97	98	98			100	94	97.1
37	[illegible]	96	98	98		94		97	98	98			100	94	97.1
38	[illegible]	96	98	98		94		97	98	98			100	94	97.1
39	[illegible]	96	98	98		94		97	98	98			100	94	97.1
40	[illegible]	96	98	98		94		97	98	98			100	94	97.1
41	[illegible]	96	98	98		94		97	98	98			100	94	97.1
42	[illegible]	96	98	98		94		97	98	98			100	94	97.1
43	[illegible]	96	98	98		94		97	98	98			100	94	97.1
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46	[illegible]	96	98	98		94		97	98	98			100	94	97.1
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48	[illegible]	96	98	98		94		97	98	98			100	94	97.1
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50	[illegible]	96	98	98		94		97	98	98			100	94	97.1
51	[illegible]	96	98	98		94		97	98	98			100	94	97.1
52	[illegible]	96	98	98		94		97	98	98			100	94	97.1
53	[illegible]	96	98	98		94		97	98	98			100	94	97.1
54	[illegible]	96	98	98		94		97	98	98			100	94	97.1
55	[illegible]	96	98	98		94		97	98	98			100	94	97.1
56	[illegible]	96	98	98		94		97	98	98			100	94	97.1
57	[illegible]	96	98	98		94		97	98	98			100	94	97.1
58	[illegible]	96	98	98		94		97	98	98			100	94	97.1
59	[illegible]	96	98	98		94		97	98	98			100	94	97.1
60	[illegible]	96	98	98		94		97	98	98			100	94	97.1

Highest mark of merit 100.

Thos. Griffith,

Principal.

Wilmington, 6 mo. 25, 1863.

In 1863 the final reports of high school boys were assembled and printed, evidently for public circulation!

This is an unusual view of the West Street building, taken in 1883 from what was then known as "the boys' yard."

In the gay nineties acceptable playground attire for boys was nothing if not formal by modern standards.

Hilles, Eliza Ferris and Sarah Bringhurst. About 1847, Sarah Ann Tyson was successful in teaching geography, a study only a few years old at the time, in the girls' school. This was at a time when Scharf reports that another early teacher in Delaware thought it unnecessary to teach girls any arithmetic beyond short division.

"By 1853 a renewed concern was opened in Wilmington Monthly Meeting for the 'right' education of the children of Friends. Joseph Bancroft, Benjamin Ferris, William P. Jones, Samuel Wollaston, Eli Hilles, Benjamin Cranston, John Ferris, Jess Hallowell, John Richardson, Thomas Taylor and Ziba Ferris were appointed to confer with the school committee and a committee of women Friends, with the view of encouraging parents to send their children to Friends School. Two months later the joint committees made the following report:

" 'That the circumstances of our Religious Society in relation to the school education of our children call for the serious consideration of our members. At a very early period of Society this concern was manifested and great care was taken to provide suitable schools for Friends children. The importance of early impressions on the youthful mind has been generally felt and acknowledged, and hence arises the necessity for guarding our children from the influence of those who by precept or example would lay waste our christian testimonies. We are of the judgment that this Monthly Meeting can best carry out the concern of Society in Schools under its own care; and we think that the parents and guardians of children members of this Monthly Meeting ought to be placed as favourably in relation to the schooling of their children, as the members of the community at large.

" 'The number of children, members of this Monthly Meeting, is not large. The schools now under its care are of a very superior kind, and by an easy effort on the part of our members may be freely opened to the admission of all Friends children. By this means they will not only have the benefit of a guarded religious education, but placed in schools as favourable for literary and scientific attainments as any in the community.

" 'In order to obtain this important end the committee propose, that the Monthly Meeting should raise as much by annual subscription in addition to the present income of the school fund, as may insure to all our teachers such a sum

as will, in addition to the amount received from those not of our members be satisfactory to them.

" 'When we consider how little our members are called upon to pay for religious purposes, we are encouraged to believe, that, for the purpose of securing a religious guarded education to all the children of Friends within the compass of this Monthly Meeting a liberality will be manifest, quite sufficient to secure the object.

On behalf of the Committee
Joseph Bancroft
Joseph Bringhurst
Hannah Ferris
Mary Betts

"Three months later the committee made a report in which the essential facts of their findings were given:

" 'The Committee appointed by the Monthly Meeting on the concern for the guarded education of Friends children; Report, that they have examined our list of members, and from that, and such other information as they could obtain, they believe there will be about fifty pupils, children of Friends, to enter our schools, of this number, there will be about twenty to enter the Boys School, and about thirty in the two schools for Girls and small Boys. Having made arrangements with all the teachers in relation to the terms of admission, the committee have reason to hope that the amount of the annual subscriptions, together with the income of the school fund, will be sufficient to meet its expenses necessary to carry out this important concern. It has been satisfactory and encouraging to the committee on application to our members, individually, to find them mostly prepared to unite with the concern of the Monthly Meeting, and cheerfully disposed to aid it, with pecuniary means.

" 'On mature consideration, the committee are of the judgment, the Yearly term should commence annually, on the first second-day in the ninth month, and be divided into four parts of Eleven weeks each so that the school may be vacated eight weeks in the summer season.

" 'It is proposed that scholars, the children of our members, may be received into our schools, as vacancies occur, on and after the third second day in next month.

Signed on behalf of the Committee 10th mo. 28th 1853
Benj. Ferris
Anna C. Smyth

" 'Which being considered is united with, and the clerk directed to furnish the School Committee with a copy.' "[23]

J. Ernest Smith, a Wilmington lawyer who died in 1948, recalled vividly the school of his day. From 1852 to 1857 the principal was T. Clarkson Taylor, who speaking in meeting made a great impression on his pupils, since his thought was expressed in a way that the youngsters could catch. Every Thursday morning the children went to meeting where the little boys sat on the women's side of the house and watched the pulling up of the partition, made especially interesting upon one occasion when a hat rose with it.

T. Clarkson Taylor was born in Virginia. In Alexandria, he attended the school of Benjamin Hallowell, who thought so highly of his pupil that he recommended him for the principalship at Wilmington. A brochure privately printed at the time of Clarkson Taylor's death in 1871 states:

"He was an able and successful teacher, not more by reason of his intellectual ability, than by his geniality, his genuine love for young people, and his quick perceptions of and ready sympathy with their needs.

"He never forgot the *boy* in himself, and he had a boyish gladness that was contagious, which knit him to the hearts of his pupils."

Coming to Friends School in 1852, he established a large and flourishing institution by his energy and ability. Under his guidance, the school attained a higher academic standard than it had enjoyed at any previous time. "In five years, the attendance had so increased that, the Meeting funds being too low to permit of enlarging the building, Clarkson Taylor decided to start a school of his own. The Friends co-operated in this and approved of allowing as many of the Friends children as so desired to enter the new institution. It was called T. Clarkson Taylor's Scientific and Commercial Academy."[24] This building, at Eighth and Wollaston Streets, was bought by the Board of Education in 1875 for a public school.

Not only was Clarkson Taylor an outstanding teacher, but he was greatly interested in athletics and in building a gymnasium. His untimely death in 1871 at the age of 46 was the result of over-exercise. The science laboratory in the building at Alapocas was named for him.

In the late fifties and early sixties the feeling of the pupils in regard to the slavery question and the Civil War ran high. A few southerners in the school fought battles with their northern

23. op. cit., pp. 277-279.
24. *Friends in Wilmington,* 1938, p. 53.

classmates, and a teacher's reading of "Barbara Frietchie" was eagerly heard and remembered by those of the northern side.

Although it must be noted that Friends always favored women's education, on West Street the boys and girls recited separately, the latter having subjects "suitable to their sex." Of course they learned the three R's, and sewing came their way, but it is not to be thought that the study of music was included.

The boys in Thomas Griffith's day, 1862-1863, could study reading, geography, grammar, orthography, arithmetic, algebra, chemistry, natural philosophy, Greek and French. Thomas Griffith was a stern disciplinarian, but the boys in spite of this were able to admit to the building several pigs from a neighbor's yard.

Emma Worrell became principal of Friends School in 1867, after conducting a small school for girls and later teaching in T. Clarkson Taylor's Scientific and Commercial Academy. A few years before the Civil War, she had taught in Virginia where, in spite of her strong northern feeling, she was greatly loved. Her activities extended beyond teaching, for she interested herself in the anti-slavery movement, and was an early worker in the cause of woman's suffrage. Her sympathies were always warm and her mind alert until the time of her death in 1930 at the age of 96. Since 1937, when the school moved to Alapocas, her portrait has hung in the library which bears her name. In the school year 1869-1870, she allowed the children to choose their own line of work for an hour each Friday. A little girl of that time, Emalea Pusey Warner, remembered that her choice was drawing.

After Emma Worrell, who left to start her own school in 1870, Patience Michener was principal. Her service was gratefully remembered by many of her pupils, among whom was Willard A. Speakman.

The school committee of 1876 was Thomas Worrell, Elwood Garrett, Priscilla Speakman and Mary B. Pyle. The principals were George R. Thompson and Ann Fothergill, under whose regime the boys and girls began reciting together. Ann Fothergill reported twenty-five girls in the advanced school and thirty-nine in the primary. One report showed that of ninety-three pupils, twenty-three were members of the Society of Friends and twenty-one had one parent a member. Two quotations from reports of the late seventies are noteworthy: "Marking is more strict than in many schools" and "Education must be autocratic to be successful."

The minutes of Wilmington meeting record only two minor

The older boys and girls had gathered in the play yard, perhaps to admire the bicycles. (1888)

The original kindergarten room was described at the time as "cheerful and open to the sunshine."

In 1902 and for years thereafter the south side of the meeting house yard was the playground for kindergarten children.

FRIENDS' SCHOOL.

This school is pleasantly situated on West Street between Fourth and Fifth Streets. The provisions for light, heat, and ventilation are excellent. The furniture, which is modern, was selected with special reference to comfort and convenience. A large playground is provided for the boys, and a separate one for the girls.

INSTRUCTION.

The pupils are divided into Four (4) Grades, with such subdivisions as necessity dictates.

The boys and girls of the advanced grades sit and study in separate rooms, but recite together.

Pupils ignorant of the alphabet cannot be admitted.

The Primary pupils are thoroughly drilled in the elements of Reading, Spelling, Writing, and Arithmetic. Object Lessons, Oral Geography, Elements of Drawing, and talks on Natural History constitute a part of their instruction.

Believing that culture and true utility are ever combined, it is aimed to create in the pupil a genuine love for study as well as the power of useful application.

COURSE OF STUDY.

Reading,	Written Arithmetic,	Botany,
Etymology,	Mental "	Chemistry,
Orthography,	Algebra,	Nat. Philosophy,
English Grammar,	Geometry,	Physiology,
Composition,	Book-keeping,	Phys. Geography,
Eng. Literature,	Drawing,	Political "
History,	Penmanship,	Political Science,
Latin,	German,	French.

As aids to instruction, the blackboard surface is ample; and a necessary supply of maps, charts, globes, geometrical forms, and reference books are provided. The school contains a considerable collection of minerals, and also apparatus for scientific illustrations.

RULES AND REQUESTS.

Pupils known to have contracted vicious habits will not be received; those who develop such habits after admission, and incorrigibly adhere to them, cannot be retained.

It is again urged that early entrance, and regularity and punctuality of attendance, are absolutely necessary for the progress of the pupils.

ADVANTAGES.

All text books, paper, pens, pencils, slates, ink, and, in fact, all necessary materials for school work, are supplied by the school.

The school is under the kindly supervision of the Committee of the Monthly Meeting.

There are absolutely no extras.

The school affords an exclusiveness, an attention to the individual, and a freedom from the evils of a rigid classification, not found in Normal or Public schools.

TIME.

Fall term begins on 2nd day, 9th month 8th, 1879. (Vacation from evening of 12th month 24th, 1879, until the morning of 1st month 2nd, 1880.)

Fall term ends on 6th day, 1st month 30th, 1880.

Spring term begins on 2nd day, 2nd month 2nd, 1880.

Spring term ends on 6th day, 6th month 18th, 1880.

The school year thus affords two (2) terms of twenty (20) weeks each.

TERMS.

Per session of twenty weeks.

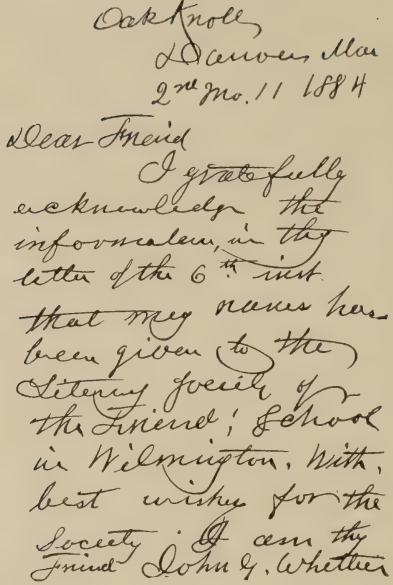
First Grade,	$25.00
Second Grade,	20.00
Third Grade,	15.00
Fourth Grade,	10.00

Two pages of the annual circular for 1879 set forth the program of the school, its rules, and other pertinent information.

changes in the original schoolhouse for nearly one hundred years. In 1876 mention was made of a large north room upstairs being fitted up for a boys' school, so the original building must have been enlarged several times during the century, but records are not available to show when these additions were made.

Frederick Eden Bach was principal of the school from 1879-1881. He participated in state educational activities, serving at one time as chairman of the committee on improved methods of education at a State Teachers' Convention. His wife, Anna E. Bach, taught at the school from 1879 to 1887 and returned for another year in 1889.

These were the beginnings from which the present school developed. The community had changed from colonial status to independence and from an agrarian to an industrial economy. The school grew with the community and the prayerful thought and hard work that went into its development had laid the foundations for the growth of succeeding years.


Oak Knoll
Danvers Mass
2nd Mo. 11 1884

Dear Friend

I gratefully acknowledge the information, in thy letter of the 6th inst. that my name has been given to the Literary Society of the Friends' School in Wilmington. With best wishes for the Society I am thy friend John G. Whittier

One of the school's most prized possessions is the original of this letter from John Greenleaf Whittier.

Chapter II

A DECADE OF EXPANSION

About 1880 there was throughout the country a great increase in the number attending school and in the length of time spent in school. This affected both public and private schools and Friends School shared in this growth. The reasons for this increase have often been discussed and need not be recapitulated here but there were some special reasons why Friends School grew rapidly. The appointment of Isaac T. Johnson in 1881 as principal was one large factor. He came to the school directly from Haverford College, where he had just received the degree of bachelor of arts and where he was later to receive his master's degree. He was young, energetic and enthusiastic, precisely the sort of man the school needed at the time. In his years at the school he changed it from a small four-room affair to a large, important and respected institution of nearly 300 pupils. Under Isaac Johnson's vigorous leadership, the school committee showed a renewed interest in the school and its success. And the achievement of the pupils after they left the school, in college and in business and professional life, was recognized; this led to further enrollments. The successive additions to the building and the increase in the enrollment year by year are evidence of the growth of the school.

The original contract entered into by Isaac Johnson and the school committee illustrates the prevailing conception of the operation of a school and of the relationship between the school and its head—a conception common enough then however odd it seems at present. The contract was made for the period of one year and provided as follows:

> "The school committee shall place under his charge as principal of the schools the rooms at Fourth and West Streets heretofore used for school purposes, together with their contents, also the ground attached thereto, without any rental charge to him (the Committee reserving the right of free access to the schools at all times) on the following conditions:
>
> "He shall assume the position of Principal of the school

for the above term and pay to his first assistant teacher Ann Fothergill for the above term $550 in monthly installments; to Anna E. Bach, his second assistant teacher, $450 also in monthly installments, no change to be made in assistant teachers unless by sanction of the Committee.

"The Principal shall receive all monies arising from tuition of pupils and shall keep an accurate account of receipts and expenditures incident to the school, on exhibition of which at the end of the term if it shall be found that he has not realized the sum of $800 the deficiency shall be paid to him by the Committee. He shall furnish to the Committee from time to time such reports of the condition of the schools as may be decided necessary and shall see that the building be properly closed and secured at night and at other times when the school is not in session; he agrees to prevent abuse of the property and at the end of the term to deliver it to the Committee in good order.

"The teachers are expected to attend mid-week meeting with their pupils and see that the children conduct themselves in an orderly manner therein."

This agreement was signed by Mary B. Pyle for the school committee and by Isaac Johnson. It appears that if the excess of income over expenditures was greater than $800, Isaac Johnson received it.

The financial report of the principal in June 1882 read as follows:

Receipts for the year		Expenditures	
Tuition	$2016.25	Salaries of teachers	$1800.00
From the School Com. for books and supplies	278.80	Janitors	75.65
Books sold or damaged	7.98	Fuel (coal, wood, matches)	62.65
Money returned	.70	Text books	195.87
		Reference books & maps.	83.25
		Stationary	49.19
		Printing	34.43
		Expressage & repairs	17.50
	$2303.73		$2318.54

In the same report, Isaac Johnson recommended that the first assistant teach history, grammar, geography, penmanship and drawing, the second assistant mathematics, elocution, literature and orthography, and that the principal take classes in language, science and any advanced classes that might be formed. He further suggested that there should be a distinct understanding with the assistants about the hours they are expected to be in school, that they should assist in giving informal talks to the pupils on topics of interest and that they should have

complete control of the behavior of the pupils in their respective rooms, when the principal was not present.

Isaac Johnson exercised a real leadership and dominated the school at once. The meeting had confidence in him. The teachers followed his leadership. He foresaw and prepared for the enlargement of the scope of the work to be done. As the school grew, he grew with it and was master of each situation as it arose. He selected and trained good teachers. The instruction during his principalship, though different from that which followed, was good. Discipline was firm. The building was well kept. Changes and additions were made as needed. Isaac Johnson was an able, foresighted and capable administrator. He was also a teacher and a good one. For most of the time he carried one or more classes, besides doing all the administrative work, keeping the financial records of the school and writing letters and reports in longhand. The records show that at different times he taught Latin, Greek, literature and language, the last being what might be called advanced grammar or a review of grammar. He enjoyed his teaching and his association with the pupils.

One of Isaac Johnson's immediate problems was to provide adequate class room space. The original meeting house on the east side of West Street, twenty-four feet square, had been added to from time to time. In 1881 it was a long narrow building, sixty by thirty-three feet in area, two stories in height, with small-paned windows and a shingle roof. The long side extended along West Street, the west wall of the old meeting house being incorporated in the school structure. Within this building were four rooms, two on each floor, and these four rooms remained a part of the school, in use by it, until the move to Alapocas in 1937.

By 1883 the school had outgrown these rooms and an addition was necessary. Probably the matter was discussed at length but Isaac Johnson, the principal, was able finally to convince the meeting that more space was needed and that the cost was justified. To avoid disturbing the old building, so long connected with the meeting and the school, this addition was erected behind the existing building, four rooms being added, larger, better lighted, and more cheerful, covering an area fifty-six by thirty-two feet. The old rooms were narrowed to construct a hallway between the old and new parts, extending the length of the building. The stoves with which the old building had been heated were removed and a steam boiler installed in the basement which extended under most of the building, the rooms

being "heated and ventilated with air shafts."[1] They may have been heated by such a device but it is doubtful if they were ventilated. The total cost of this addition was $13,118.78, including $388.35 for furniture.[2]

The horsehair sofa, familiar to many generations of pupils, was not a casual discard from someone's spring housecleaning nor one of those possessions that accumulate mysteriously in some schools, for the minutes of October 1884 read: "The committee on lounge report one purchased and placed in private room of Principal." This refers to the same piece of furniture found in the front hall of the school at Alapocas.

It was at this time that the Whittier Literary Society was formed. Most former pupils look back to this society with the greatest fondness and for successive generations it has played a large part in the school life. The records of the society show that it was organized on February 4, 1884. Its original constitution read:

> "The object of this society shall be to promote skill in elocution, composition, debate, parliamentary practice and to cultivate an acquaintance with the best authors."

The motto is more difficult to understand. *Age Quid Agis* was chosen. Where it came from and what it was supposed to mean have both been lost in the intervening years. These words, supposed to be inspiring, appeared on early programs but were soon discarded. The school catalogues do not mention the Whittier Society until the issue of 1886 when the following note appears:

> "The pupils of the Academic classes have organized themselves into two literary societies—the Whittier and the Independent. The teachers assist in directing the work; the pupils not only obtain practise in the usual literary exercises but also in conducting a parliamentary body."

The two societies are mentioned again in the 1887 catalogue, but after that the Independent Society never appears again. No one could be found in 1948 who recalled anything about the Independent. The words "the pupils of the Academic classes" imply high school pupils.

Who suggested the name of the Whittier Literary Society is not known but the name having been selected, the Quaker poet was written to and his letter of reply still hangs in the school library. It reads as follows:

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1. Friends School Catalogue, 1884.
2. School Committee Minutes, November, 1884.

Oak Knoll, Danvers, Mass.
2nd mo 11, 1884

Dear Friend:

I gratefully acknowledge the information in thy letter of the 6th inst that my name has been given to the Literary Society of the Friends School in Wilmington. With best wishes for the Society I am thy Friend

John G. Whittier

At the celebration of the fiftieth anniversary of the society in 1934, Christopher L. Ward, Jr., 1884, wrote an account of its first days, which was published in the *Whittier Miscellany* of March 1934. This is his story of the selection of the name for the Society's publication:

"A committee of three, Harry Bringhurst, Anna Wood and Bertha Smith, was appointed to select a suitable name. At the second meeting it reported its selection, *'The Monthly Visitor'*. Thomas Worrell moved to amend by changing the adjective from Monthly to Weekly. The amendment was lost. Chauncey Holcomb then moved to make it simply *'The Visitor'*. This was disapproved by the Society. Charlie Kent then suggested *'The School Visitor'*. This was not agreeable to the Society. Chauncey Holcomb then proposed *'The Friends School Visitor'*, which did not meet with favor. At this point Harry Bringhurst, despairing of any solution of the problem, asked to be excused from further service on the committee and Arthur Spruance was appointed in his place. At the third meeting of the Committee, after wrestling with the problem for several days, confessed its unreadiness to offer a name, so Chauncey Holcomb moved to discharge it and to take up the matter as a committee of the whole. He then proposed *'The Whittier News'*—not acceptable. Chris Ward suggested *'The School Index'* and went down in an inglorious defeat, from which however he rallied and proposed *'The Whittier Miscellany'* only to be routed again by a stubborn populace. At the fourth meeting no one dared to raise the controversial question but at the fifth the first number of the nameless sheet was read and then in a moment of recklessness was immediately named *'The Whittier Miscellany'*. So that great question ceased to trouble us . . .

"The first exercises were at the 2nd meeting, each member arose and delivered 'a sentiment'. What these sentiments were—indeed, exactly what a 'sentiment' technically properly so-called may be, I confess my present ignorance but without doubt the exercise must have been what is sometimes

described as uplifting and inspirational. Debates were frequent. The first, at the 7th meeting, was on the question 'Resolved that the Negro should not have been allowed to vote as soon as he was.' George Maris and May Betts spoke for the affirmative, Harry Bringhurst and Agnes Richardson for the negative. The judges decided for the negative. But although I was one of the judges, the record of that decision puzzles me today. The affirmative seems to have been that the Negro should *not* have had a vote so soon, the negative that he should have. The affirmative was therefore a negative and the negative an affirmative. With this curious inversion in mind, I am haunted by a dreadful doubt as to the decisions of the judges. Did they keep their heads and never lose sight of the fact that the question was topsy-turvy? Did they clearly understand that they were deciding in favor of the negative-affirmative and against the affirmative-negative? I cannot say offhand and do not care to let my mind dwell too long on such a brain-twister."

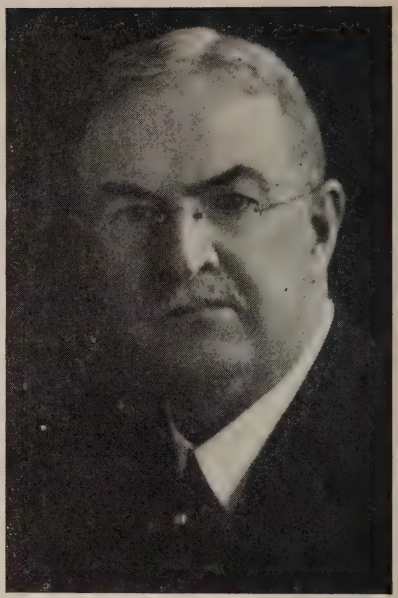
One final quotation from Chris Ward's story gave an exact picture of the proceedings of a society meeting. It had been decided to organize a Society library and the executive committee was empowered to present a list of books to be purchased at a cost not to exceed $10. The list was presented and

"Charlie Smith moved that the committee be empowered to buy books named therein at their discretion up to the amount of $10, Charlie Kent moved to amend, substituting the librarian for the committee. Harry Bringhurst then moved to amend, substituting the president as the purchasing agent—a compliment to me, who was then president, for which I was and am still profoundly grateful—but that friend of the common people, that Thomas Jefferson of the Society—I mean Chauncey Holcomb—scenting an invasion of the rights and privileges of the proletariat, sprang to their defense and succeeded in having the matter placed in the hands of a committee consisting of Charlie Smith, Lizzie Conly and, of course, himself."

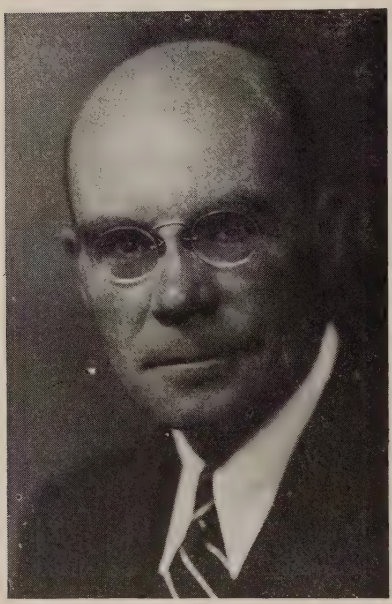
Other names than those mentioned above were Sam Cleaver, Anna Richardson, Meta Gilpin, George Bissell, Fannie Tanguy, Gertie Pyle, Nellie Lichenstein, Lillie Taylor, Fred Gawthrop, Joe Wales, Miriam Webb, Victor Thomas, Frank Thomson, Bill Spruance, Merrill Thomson and Joe Mendinhall. These pupils, among others, constituted the charter members of the society. Among the topics of papers presented or recited at the early meetings were "Michael Faraday" by Fred Gawthrop, "Scott's

The building on West Street, with the final addition of 1913, is remembered this way by many former pupils.

Isaac T. Johnson, 1881-1898



Herschel A. Norris, 1899-1923



Charles W. Bush, 1923-1935

Wilmot R. Jones, 1935 to date.

These four principals, in their combined terms of office, covered all but a year of the period from September 1881 to June 1948. Enos L. Doan was principal in 1898-1899.

Homes and Haunts" by Miriam Webb, "The Temperance Question" by Harry Bringhurst, "The Boyhood of Lincoln" by Fred Stone, and "Tin" by George Bissell. Debates were frequent and parliamentary practice and mock trials were favorite programs.

Most pupils enjoyed the meetings of the society and even though the nature of the programs changed, the society maintained a flourishing existence. The great event of the year always was the annual reception, occurring just before the spring vacation. In the early days, since dancing was not allowed, the program consisted of a play given in the girls' high school room, followed by a reception, each class having a "class room" elaborately decorated by its members in preparation for the event. Some weird effects were obtained but if the class was satisfied and proud of its handiwork, who should complain? The class colors, not always chosen with an eye to decorative appearance, were wrapped around chandeliers, pillars and posts, and beautiful drawings in colored chalk, usually the work of the girls, appeared on the blackboards.

The Whittier Society still survives as the Whittier Council and the annual play and reception are still important events on the school calendar.

In 1885 the question of Thanksgiving recess arose. Before that time only the legal holiday had been observed but in November 1885 the principal presented to the school committee a request of the pupils. The action of the committee was as follows:

> "A request that the School shall be vacated on fifth and sixth day of next week, as the former will be a holiday and the latter will be broken by the meeting, after canvassing the matter pretty thoroughly, it was deemed best that the legal holiday may be observed but that our obligation to parents will not permit us to do other than open the school on sixth day."[3]

But in 1890 the extra day was granted and it was noted in the minutes that "after the two days holiday all the pupils and teachers were ready for work again."[4] This should have been sufficient to establish the practice but in 1891 only Thanksgiving Day was allowed, to change again in 1893 to the two-day holiday. The school committee evidently had trouble in making up its mind about this.

To many of the pupils of that generation an important event of the year 1889 was the addition of Caroline Ladd Crew to the teaching staff. She was in charge first of the boys' grammar school and then of the girls' high school, from 1889 to 1915. During that period she taught at various times English litera-

3. op. cit., November, 1885.
4. op. cit., December, 1890.

ture and composition, Latin, Greek, German and history. Present-day teachers, many of whom are specialists, may reflect on the versatility of this woman. She taught well. When a pupil had finished a course under Caroline Crew, he knew the subject. What was it that made her one of the great figures in the school's history? For one thing, her personal integrity: her pupils could not imagine her doing anything insincere or underhanded or mean. For another thing, her dignity: she carried herself so that even the most raucous pupil felt respect for her. For another, her ability to control and influence pupils without making it seem an effort: she exerted her influence easily and without conscious effort.

By 1889 the eight rooms of the school building were outgrown. There was no doubt in the minds of the members of the school committee as to the place the school occupied in the community and they were ready to act accordingly. The minutes of April 1889 read:

> "The Committee believes the school is extending a strong moral influence in the community aside from its educational advantages and in order to maintain a high standard of excellence it seems necessary to increase the facilities in rooms and equipment. This would enable the boys and girls above the primary department to occupy separate rooms, overcoming, the committee believes, in the minds of many parents, an objection to co-education of the sexes, as at present necessarily exists. This is a point with many of great importance."

There is nothing in the record to show where the money came from but a building committee consisting of Lindley C. Kent, William P. Bancroft, Elwood Garrett and J. Newlin Gawthrop was appointed with power to enter into contracts and to proceed with the erection of a three-story addition, to the north of the old building, toward Fifth Street. On January 13, 1890 this committee reported that the building was completed at a total cost, including furniture, of $13,529.09. This addition greatly increased the capacity of the school.

The catalogue for the year 1889-90 recited with evident pride:

> " . . . A new building will be ready for occupancy in the autumn of 1889. . . . The Girls School by this new arrangement will occupy entirely separate rooms for study purposes and in the Intermediate and Grammar grades may recite separately. . . . Besides the six study halls, there will be a Girls Parlor, seven class rooms, a physical and chemical laboratory, a room for freehand and mechanical drawing,

a Library and Committee room, two lunch rooms, and a Principal's office."

The reader will note that it was not called a girls' study but a parlor. The privilege of using this room was highly valued by the girls of the senior class. No girls of the lower classes were allowed to stay in the room and boys were also excluded. As a general rule the conduct in the room was good since it was known that the privilege might be withdrawn if any misconduct was observed. The catalogue continues:

"The heating, lighting, ventilating and drainage have received careful attention and have been made as complete as possible after a careful investigation of the means and methods successfully used elsewhere.

"During the past year at the request of the Principal, the property was inspected by Dr. James A. Draper, President of the Board of Health, who certified that he found the entire establishment very clean and in excellent sanitary condition."

The list of rooms set forth in the school catalogue of that year includes both the old and the new buildings. The laboratory and lunch rooms were on the third floor of the new building, the principal's office on the second floor, and the library and committee room on the first floor, later becoming a cloak room for the grammar school girls.

In 1891 Laura A. Yerkes joined the teaching staff. Her active connection with the school, longer than that of any other teacher, continued until her retirement in 1926. To the last of her teaching she retained the freshness and enthusiasm that characterized her work always. Her work included reading, spelling and expression; all that she did was done thoroughly, carefully, and with understanding and tact. She was a kindly person of whom children were never afraid. Yet there was a dignity about her that impressed her pupils and their parents. Many remember her with affection and gratitude.

After the lapse of years it does no harm to publish the salary list of 1890. In the principal's report to the school committee of October 1890 the list reads as follows:

Enos L. Doan	$1300	Carrie J. Dummig	$550
William H. Runyon	900	Anna M. Hewes	550
D. J. Reinhardt	650	Mary S. Marot	500
C. S. Hammitt	700	A. M. Johnson	500
Caroline L. Crew	750	K. N. Clarke	450
M. Willits	700	Martha Whitson	600
Mary J. Hoopes	600		

In 1891 increases were granted to several of these teachers.

Enos L. Doan	$1400	Anna M. Hewes	$600
David J. Reinhardt	800	A. M. Johnson	550
M. Willits	750	K. N. Clarke	550
Carrie Dummig	600	Martha Whitson	650

One other quotation from a report of Isaac Johnson to the school committee is a model of restraint. In November 1891 he wrote:

"The Yearly Meeting sub-committee has visited us. They did not speak unfavorably of what they saw."

Year by year more improvements were made in the buildings. Successive catalogues mention "a large air shaft through which foul air is withdrawn from the rooms." No information is available as to the success of this system when it was first installed but in later years it did not work at all. Bad air was exchanged from room to room and fresh air had to be obtained through open windows. Usually the vents were closed to shut off the draughts. But, besides the fact that the system did not work, there were other features of it that, from the point of view of the school administration, made the system a positive nuisance. One was the echoing quality of the ducts. A lusty shout into the vent in one room carried through to open vents in other rooms and the noon recess furnished opportunity to the pupils for frequent demonstrations of this interesting fact. Further, the fresh air was supposed to be drawn in through a square brick tower erected against the east side of the building in the areaway of the boys' yard and then passed through a wooden duct under the floor of the basement to be circulated to the several rooms. It was possible to enter this underground duct through a small trapdoor in the wall of the basement and to do this was the amusement of the more daring spirits, in spite of the accumulated dust and cobwebs. Finally one boy, known among his friends as "Fatty," tried to emulate the others and, either because he was too large to crawl through or because he was too frightened to help himself, stuck after getting into the duct and it was necessary to pull up part of the flooring to rescue him, tearful and dusty but rather proud of the commotion that he had created. After that episode the entrance was nailed up.

Another piece of equipment added by Isaac Johnson at this time was a system of speaking tubes. Only certain rooms were so equipped; for instance, there was one from the boys' high school room to the girls' grammar school room, though the latter was used for both boys and girls when this was installed. The noon recess of these two rooms came at different times and it

Gymnastics were intended "not to train athletes but to develop strength conducive to the pupils' health."

The impressive spaciousness of the new gymnasium of 1907 awed both the teachers and the pupils of that period.

Clawson Hammitt instructed high school pupils in the drawing room shortly after the turn of the century.

Mary Pyle kept the sixth grade well in hand, whether a picture was being taken or not. (1914)

Caroline Crew is especially remembered as an English teacher; here she was supervising a study hall.

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was the delight of the boys in the high school to whistle down the tube, to the great annoyance of any teacher holding a class in the lower one. No one recalls that the speaking tubes were ever officially used.

In 1892 the shingle roof on the old original building facing on West Street was removed and a third story added with a mansard roof. In this space were a "Hall for Drawing" and a space for the exhibits of the Natural History Society of Delaware. The cost of this change was $3863.19. The catalogue refers to the whole structure as "an imposing pile of buildings which will easily accommodate 300 pupils."

The addition of these successive buildings of different floor levels and ceiling heights made necessary a complicated system of hallways and stairways. The roof line is impossible to describe. To those familiar with the building there was nothing odd about the stair but strangers were often confused. There were two steps down from the entrance hall of the 1889 addition to the old hallway. There was one step down half way along the second floor hall, in the darkest portion of that passage. Short flights of steps led down from the girls' high school to the hall, very dangerous exits from what was then an assembly room and an irresistible temptation to the boys to jump from one level to the other. However much of a nuisance these steps may have been, the need for them is understood. But the stairways from the second-floor hall to other parts of the building are impossible to describe with clearness. One short flight led to the boys' high school and the principal's office, a longer one to the third-floor lunch room, with two turns and landings, another short one ran from the hall outside the principal's office to one of the landings and another short flight from the landing to the drawing room. The pupils were so accustomed to these many steps and turns that they thought nothing of them.

The third floor of the 1883 building, over the girls' high school, was a lumber room under a low pitched roof, reached by a bridge from the laboratory. All kinds of useless materials were stored in the lumber room. Physics classes used the bridge for experiments in the rate of falling bodies, one pupil being stationed in the areaway below to prevent anyone from stepping out at the moment when the stones or other articles dropped from the bridge reached bottom. For a time, beginning in 1896, a small observatory rose above the pitched roof of the lumber room with a four-inch telescope which Elwood Garrett had lent to the school. The minutes of the school committee on December 1896 report that the cost of erecting the observatory was $479.53, surely a reasonable price! It was a great occasion when

Allen B. Clement, then the science teacher, took a group of students to the school at night to look at the moon and stars through this small telescope. As a study, astronomy was not included in the curriculum but perhaps the moon and stars came in as part of the course in physics. Or it may have been that Allen Clement liked to look at them and used the pupils as an excuse.

To provide more space for both the lunch room and the laboratory, the lumber room and the observatory were done away with in October 1905, and a third story added to that part of the building. The space over the areaway into the boys' yard was floored over and made a part of the lunch room. The necessity of retaining supporting braces cut up the lunch room badly and made administration difficult.

In the erection of the 1889 addition, the three-story building at the north end containing the grammar school and the boys' high school, the basement was planned to include two gymnasia. The upper one, into which the stairs from the first-floor hall led, was a low ceilinged room and was used for calisthenics and dumb-bell and Indian-club drill. There were a few chest weights around the wall but they were seldom used. The large apparatus was in the lower gymnasium to which a short flight of steps led from the upper gymnasium and the ceiling of the lower room was much higher. Flying rings, travelling rings, a horizontal bar, parallel bars and a Swedish horse made up the equipment. It was all used and furnished exercise and fun.

Because of a lack of dressing and bathing facilities, exercise in the gymnasium was usually coatless, a change of shoes being all that was required. In fact, the entire system of cloak room arrangements was primitive. Boys hung their hats and coats in a hallway on hooks. In most departments, the girls did the same. Small washstands were placed here and there but there were not enough so that pupils could wash their hands before eating lunch and no attempt was made to insist that this be done. There were not enough toilets anywhere and the boys' toilet in the yard was used by all ages and sizes; it was so cold and damp that loitering was effectually discouraged, especially in winter. Yet there was no feeling that conditions were inadequate or should be improved.

The basement gymnasium was occasionally used for a purpose for which it was never intended. Music was not allowed in the school for a long time and dancing was equally unlawful. But at times pupils disappeared into the gymnasium and there danced, the music being provided by whistling, singing or playing a jewsharp. A scout was stationed at the head of the

stairs to give warning of the approach of Isaac Johnson or of any other person who might be expected to frown upon such un-Friendly practices.

Samuel C. Rumford, ex-1895, in an unpublished manuscript entitled "Some Recollections of Friends School between 1885 and 1895," gives a picture of school life in this period:

> "The boys' play yard was of good size as the present gymnasium building had not been erected and half way along the Fifth Street side extended the horse sheds, reached from West Street by double gates, and intended to house the vehicles of persons attending the meeting across the street. In our time a few pupils from the country drove to school and kept their horses in some of these sheds. But mostly we housed our bicycles and their fine dirt floors furnished excellent places for games of marbles and spinning of tops. These games with tops and marbles were supposed to be played for 'fun' since no games of chance were allowed on the school property, but I fear in most cases that some boy finished the game with more marbles or tops in his possession than when he started.
>
> "Royal snowball fights took place in the school yard at recess periods, one side standing in front of the horse sheds and the other backed up against the high wooden fence bounding the girls' play yard. The distance between these two groups was just right for accurate snowball throwing, and upon the rare occasions when Principal Isaac Johnson came down into the yard, many rapidly moving balls passed too close to him for comfort without any boy apparently having thrown any of them, and he would beat a hasty retreat into his daily observation point in a window of the boys' high school.
>
> "In those days the majority of us walked to school, a few being sent in the family carriage. There were but a few public conveyances for hire and since telephones were not in common use, the only way to secure one was to send a message to the livery stable which was rarely convenient, so we just used our own legs even on stormy days. Then we used gum boots and hat and a long shiny black rain coat, carrying a pair of slippers in our pocket to be worn in school, or else using the thin leather moccasins that were furnished with each pair of rubber boots and were intended to wear inside of them to keep the feet warm. At such times we carried our lunches with us or else slipped up to a small bakery at Seventh and Tatnall Street to buy sticky cinnamon buns at ten cents a dozen, or other tempting food.

"The fine old Meeting House across West Street from the School was not looked upon with much favor by the student body, because we were obliged to spend an hour there each Thursday morning sitting quietly on the hard wooden benches while the meeting was in session and frequently having to listen to sermons or words of advice delivered in a not too interesting manner by one of the elderly Friends.

"Speakers from out of the City came during the Winter to give lectures and upon these occasions we all marched across to the Meeting House which had sufficient seating capacity. Our decorum while crossing the street and also while attending the lecture or meeting was closely observed and several of us frequently received a summons to the Principal's office the following morning and received reprimand for misconduct, under which head taking a nap was classified.

"The various athletic teams of the school did their practicing and played games with visitors on the grounds of the Warren Athletic Club at the southwest corner of Front and Union Streets, since that was the most available piece of land that could be rented. No school in the City at that time had its own athletic field, nor were athletics taken too seriously by parents and faculty as an important part of school life. There was no vehicle waiting at the school door to take us to Front and Union and so the walk home would seem rather long after the strenuous exercises.

"Boys and girls attended class together and also the Whittier Society Meeting and there was some rivalry to see who would be elected class officers. But otherwise there was little contact between them and no boy would have thought of being seen walking to school with one of the girls or carrying her books. Mostly the girls made a better showing at recitation not because they were any better students or brighter but because they had less to distract them after school and had more time in which to prepare their lessons. They made more obedient and satisfactory pupils, but at times even one of them broke rules and slipped down to a small store at the foot of Fourth Street at Tatnall Street during school hours to buy long green pickles. The size of these depended upon whether the purchaser had one or two cents to spend, and the storekeeper watched closely the size of the pickle dipped from the salty keg."

Chapter III

END OF THE CENTURY

THE DECADE from 1890 to 1900 saw the organization of many school activities. Not all of them were to survive but each contributed something to the life of the school. The first attempts to establish an athletic association appeared in the late 1880's. The organization was for boys only, since girls did not participate in athletics, and it was always in financial difficulties. Efforts to improve its financial position were made from time to time and on one occasion at least this led to trouble. In February 1891 the minutes of the school committee record:

> "The Boys Athletic Association gave an entertainment for the purpose of raising funds for that Association and secured $35 but the method of raising funds will not recommend itself to those in charge of the School."

It would be interesting to know what the method was. As is true of most student organizations, the usefulness of the athletic association varied from time to time but it has maintained continuous existence. When girls first began to participate in athletic games and contests in 1922, they were included in the association; this change strengthened and doubtless improved it but the question of funds was always the hardest to solve. Finally the school established the student activity fee, collected from all students; the payment of it carried certain privileges, including admission to athletic contests. Then for the first time the treasurer of the association could draw a free breath. It was not that he had enough money but that he had an assured amount and could plan expenditures accordingly.

One method of raising additional funds was to arrange special events to which the student activity fee did not admit the holder. The favorite was a pupil-staff basketball game. Few of the staff were expert at the game; in addition the boys had a chance to "rough up" the staff a little. It was thoroughly enjoyed by players and spectators alike.

In 1891 Isaac Johnson spent some time abroad and Enos L. Doan acted as principal. Over his name the following announcement appeared:

"There will be a Teachers Meeting on Fifth-day afternoon, 23rd inst. at 3:15. The subjects for consideration are; 'Untruthfulness in Children' and 'Are the Teachers of Friends School Subjected to an Undue Nervous Strain? If so, what is the cause?' It is desired that members of the Committee be present."

If any decisions were reached they were not recorded.

The school catalogue of 1891-92 announced the establishment of a kindergarten:

"The Kindergarten receives children three and a half years old. It aims at developing the mental, moral and physical nature of the child and awakening powers of thought and observation. The room is pleasant, open to the sunshine, and quite apart from the rest of the school."

In fact, it was in the basement on the east side of the 1883 building. Katherine H. Clark was in charge. The following year it was announced that a training class for kindergartners was to be formed for those properly qualified both in attainments and disposition to undertake the training; that is, those unusual people who would be able to develop the mental, moral and physical nature and awaken the power of thought and observation of a three-and-a-half-year-old child. This training class was a real service for there were almost no training schools for kindergartners then and the early students had to learn by doing.

"Mention was made of the admittance to our Kindergarten training class, of Isabella D. Anderson, . . . a graduate of Howard School; who desired to prepare herself to open a Kindergarten among her own people."[1]

Two students, Rachel Le Maistre and Katherine Connaway, were graduated from the kindergarten training class in 1896. Meanwhile Lillie Huntington Stone had become kindergartner, to be followed in 1895 by Lida M. Kimball, who later married Isaac Johnson. The number of children fluctuated between twenty-three in 1893-94 and sixteen in 1900-01 when the training class was abandoned.

In 1897 there came an outstanding teacher whose influence is still felt in the school. Mary W. Pyle always seemed to those who knew her to typify the best in Quakerism: the serenity and the happiness that come from a consecrated life. She taught in the primary department for three years, from 1897 to 1900, took a year's leave of absence and returned in 1901, to remain until 1912. In 1919 she came back to serve as executive secretary continuing until 1923, a total service of eighteen years. Her

1. School Committee Minutes, December, 1893.

friendliness, her understanding of young children and, above all, her help to young and less experienced teachers were wonderful.

Friends traditionally were opposed to all forms of music both in their homes and in their meetings for worship. It has only been gradually and within recent years that music has been accepted. Its absence from the school curriculum must have been keenly felt by the pupils who were not Friends and who were accustomed to the study and enjoyment of music. It was in the kindergarten that music was first desired. Much discussion must have preceded the first request for music. The following extracts tell a story of three years of deliberation, doubt and perhaps dissension before Friends could bring themselves to give up the ancient testimony against music:

> "The question was asked if a Piano was offered free of charge to the Committee for use of kindergarten would it be accepted, the question was discussed in Committee, and generally united with by those present, but as several members of the Committee, were absent Gheratien C. Pyle and Lindley C. Kent were appointed to see those and obtain their views, as we wished to move as a united body on this matter."[2]

A month later:

> "Committee on Piano reported the one person visited who was not present at this or last meeting, was willing if the rest of the committee thinks best. After a full and thorough discussion it was felt we were not quite ready to come to a decision today and the suggestion was made that members of the Committee investigate more fully the advantages and disadvantages of its introduction in the school."[3]

By the following spring some headway had been made:

> "A proposition to engage a room at the Century Club where they could have the use of a piano for the graduating exercises of the class for kindergarten teachers was agreed to."[4]

It was not until two years later that resistance finally collapsed:

> "The Piano; (Arrangements for which were left to the discretion of Sub Committee), has been rented for the School year, at a cost of forty five dollars, this includes keeping the instrument in tune."[5]

Isaac Johnson believed in school clubs and encouraged the

2. op. cit., September, 1895.
3. op. cit., October, 1895.
4. Minutes of special meeting (undated) but between April and May, 1896.
5. School Committee Minutes, September, 1898.

formation of various organizations. In 1894 a reading club of twenty pupils was formed, intended to include out-of-town pupils and others boarding in town. It met bi-weekly and was an experiment in interesting pupils in good reading out of school.[6] This club promptly died a natural death.

Undiscouraged, Isaac Johnson set up a bird club consisting of fifteen boys, to study birds and bird nests. It was under the leadership of Frank B. Eastman, a young naturalist of the city.[7] But even a young naturalist could not keep this club alive!

Henry Seidel Canby, 1896, gives a picture of the school and the meeting house in *The Age of Confidence* that reflects so well the attitude of the pupils of his day that it is quoted here, though it may seem strange to present day pupils. In the Chapter on "Education," he writes:

> "It was said by the educators that certain kinds of work would discipline minds, that certain assemblages of facts would give us power, that certain readings and recitings would endow us with culture. We believed what we were told, taking our education like our meals, finding with some relief that the town expected from us the three r's and a little general knowledge but neither discipline, power, nor culture in any difficult sense. . . . There were no frills and little nonsense in our school, or in any school that I knew, in those days. We heard much of integrity and hard work, very little of school spirit and the 'ideals of youth,' nothing of self expression. We went to school to work, our playing was done elsewhere. . . . We went to school for facts and got them. Facts about Latin, facts about history, facts about algebra, which gave us a valuable experience in taking intellectual punishment without a quaver. But of education there was very little because, with one exception, none of the teachers were educated. They had knowledge but, not knowing what to do with it, passed it on to us in its raw condition of fact. They knew facts, but could neither relate nor coordinate them . . . no one really knew why we studied Latin and advanced mathematics, and even chemistry and physics, or if they knew they never explained. It is true that we never asked for an explanation but were content to believe that declensions, formulas, and new facts in general were the food on which brains grew. Miraculously when one learned them, one became educated. . . .
>
> "Our school building was symbolic of the town and the age and of pretty much everything of which I write. Across

6. op. cit., November, 1894.
7. op. cit., February, 1897.

West Street was the meeting house under its elms, solid, decorous, proportioned, meaningful. . . . But our school was piled up, wall on wall, and roof on roof, tinned, pebbled, slated according to age, finished off with mansards in the style of the seventies and tipped by an irreverent peak or two in the taste of the nineties. It was haphazard, makeshift, ill-ordered, yet regimented internally into a fairly efficient factory where pupils could march from study hall to assembly hall without much lost motion. The floors were bare, the desks uncomfortable, the walls strips of blackboard or plaster adorned with an occasional 'classic' picture which no one ever thought to explain. Everything was sensible, practical, and efficient except the purpose of it all which was supposed to be education but was actually cramming under discipline. Bells rang, tickets were sold for a hygienic lunch (cream puff and cocoa), classes proceeded so effectively that no one who wished to enter college ever failed to do so, order was kept, the principal sat like a spider in his office or tiptoed like a daddy long-legs peering through doors, all of which were glass topped for his convenience. The Ford production line does not function more perfectly than did that school, except in education.

"Outside were more anomalies of the age. Our yard was 'large' and paved with crushed granite which scraped off some hundreds of yards of skin per year from recess players. It was meticulously clean, and bad language or fighting was never tolerated (when heard or seen); yet its lower limit was the upper wall of the backyards of a filthy slum into which we looked wonderingly, seeing a life for which nothing had prepared us.

"Inside everything was departmentalized. There was science—which had nothing to do with religion, and religion (on Fifth Day at meeting and for five minutes each morning) which had nothing to do with school, and literature which was concerned with Shakespeare and the Lake Poets, and Latin which had nothing to do with anything except syntax. There were no values (with one exception) except the values of discipline and knowledge, and a sense (which I do not underestimate) of the past. As in all American institutions of that day, foreign languages were taught for reading only, it being incredible that anyone should have to speak German or French. But the relation between science and our mores, or between the mechanism of physics and the mysticism of Fifth Day meeting, or between history and the very bad politics in action at the city hall only five

blocks away, or between literature and the emotional content of our rather pallid lives—nothing. . . .

"There was no philosophy of education visible in our school, and it was one of the best. No one had ever thought through the problem of what education should be in the nineties in which we were living, and therefore we were dosed with the same prescriptions as our fathers, or with new medicines (like science) applied by the same system. . . .

"I noted one exception to the absence of values not disciplinary or factual. If our school was a hodge-podge of architectures and knowledges, it was unified ethically. Ethics breathed through every brick of it except the boys' (and perhaps the girls') latrines, though they did not reach the slum below the playground wall. We had the Bible every morning and twice on Fifth Day. Once a month we met for literary exercises in which the most moral poets such as Longfellow, Whittier, and Tennyson were most often heard from. We were lectured by visitors who never lacked a moral. Our classes in literature always ended with a precept and the militarism of Caesar was never lifted from its wrappings of grammar. Even physics and chemistry were made to demonstrate the perfectibility of the world."[8]

In the chapter on "Religion" Henry Canby expresses his appreciation of the meeting for worship:

"On the green-cushioned benches under the bare beams of that meeting house, with tree branches fretting at the windows, where a hundred of us youngsters sat in silence for most of the hour, I had my most pervasive religious experiences. I did not think; I did not knowingly feel. My meditation was wordless and almost without content. I began with day dreams following the imagined path of a squirrel over the speaker's canopy, but soon they faded into quietness. Doors opened far within; the consciousness withdrew itself from externals; nerves, relaxed into tranquillity, were of an exquisite sensitiveness. We went in romping and turbulent. We came out far removed from each other, each in an island of calm over which the waves of routine would quickly sweep; yet it had been there, would be bared again. I can think of no other instance where a religious ceremony, not respected and in the charge of the crusted and incapable, almost meaningless in the words articulated, has had so powerful an effect upon so many who believed themselves alien. It made me in some respects a Quaker for life." . . . [8]

8. From *The Age of Confidence* copyright 1934 by Henry Seidel Canby, published by Rinehart & Co., Inc., New York, and reprinted by permission of the author.

Henry Canby goes on to say:

"They had a secret which was perhaps the only philosophy that could protect the innermost mind against the roar and rattle of the jazz age that was coming. They had access to quiet."[9]

The matter of required attendance at "Fifth-Day Meeting," however, was a concern of the school committee at repeated intervals. As far back as 1896 appear these questions:

" 'Are we awake to the great responsibility we as a committee are incurring by taking these children gathered from different denominations to our meetings on 5th days as these meetings are frequently conducted? Is it good for the children? Is it good for our religious society?' These questions were earnestly discussed and left over for the next meeting for further deliberation."[10]

Friends were not disposed to move rapidly but this comment appears the following month:

"The communication in regard to attendance of fifth day meeting again claimed attention; it was felt that we were not ready at present to make any change."[11]

The question came up again from time to time, the nature of the meeting and the kind of talks given arousing doubts in the minds of the committee members as to the value of the pupils' attendance. It has been true since the early days of the school that a large percentage of the pupils were not Friends. Yet attendance at the meeting for worship was expected of all pupils but the smallest. Pupils were frequent in their requests to be excused and some complained about having to attend. But there seems to have been little if any complaint on the part of the parents and rarely was a pupil excused. Surely the nature of the exercise could give offense to no one and in retrospect the required attendance seems to have been a good practice. Of course boys went to sleep during meeting; they carved their initials on the benches and cut the buttons off the cushions; they giggled at dogs barking and at cries of street vendors outside; they were not so attentive as they should have been; but on the whole the quiet and peace of the old meeting house had a beneficial effect.

The elders who felt called upon to speak were not always eloquent. Sometimes they talked over the heads of the pupils. Sometimes they had nothing to say. But it may fairly be said that when in 1902 the time of the mid-week meeting was changed

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9. op. cit., p. 150.
10. School Committee Minutes, October, 1896.
11. op. cit., November, 1896.

from Thursday morning to Wednesday evening, a change which prevented attendance by the pupils, the loss was a real one. Happily the custom of having a meeting for worship was gradually revived in the school after 1930 and after some years of experimenting with occasional meetings for the lower school, regular meetings for worship were held monthly for both upper and lower school. These meetings were increased to two a month until the present plan was established of alternate programmed and unprogrammed meetings weekly for the upper school and fortnightly meetings for the lower school.

In 1898 Isaac Johnson resigned as principal, closing his period of service after seventeen years. He was appointed in 1881 at the age of twenty-three and was therefore only forty when he left, though he was known affectionately or otherwise as "Pop" and seemed to youthful eyes to be an old man.

Enos L. Doan, one of the best beloved men ever to serve on the teaching staff, succeeded Isaac Johnson. He came to the school in 1890 and in the next eight years he taught natural science, geography, Greek, Latin, French and German. How many specially trained teachers-college graduates nowadays are prepared to teach such a varied list of subjects? He was in charge of college preparatory work and for a short time before he became principal he was in charge of all high school work. A better teacher than administrator, he never wanted to be principal. The resignation of Isaac Johnson forced the school committee to name a successor and Enos Doan was the logical, perhaps the only, choice. He loved to teach, he taught well, and he took the new position reluctantly. It is doubtful if he was ever happy in it. The endless details of the operation of the school, the purchasing, the paying of bills, the collection of tuition and all the other minutiae irked him. He preferred to be with the boys and girls.

His health was bad and when he retired a year later, in 1899, he must have done so with a sense of relief. Though his length of service did not begin to compare with that of others, he left an impression that still lingers with those who knew him.

Chapter IV

THE NEW CENTURY

HERSCHEL A. NORRIS, a graduate of Princeton, had come to the school in 1898 to teach Latin and Greek and to have charge of the boys' high school. He was a good teacher who put energy and enthusiasm into his work. When Enos Doan resigned as principal, the school committee selected Herschel Norris to succeed him. It was a wise choice. Unlike Enos Doan, he was as good an administrator as he was a teacher. The contract system of hiring principals was abandoned. Herschel Norris was the first principal to be hired under a straight salary.

It was the feeling of many who knew him that a most excellent teacher was lost when Herschel Norris became principal. For a short time after assuming that office he carried one or two classes in Latin but the pressure of administrative work forced him to give them up. He would be remembered as one of the great teachers of the school if he had remained in that capacity. Herschel Norris's Latin classes are particularly remembered by former pupils. He was severe but just. The unprepared pupil was given the time it took Herschel Norris, one hand in hip pocket, to walk three times across the front of the room and then if he had not puzzled out the translation, the next pupil was called upon. He loved the teaching of Latin and always welcomed as many pupils as wished to come to his office before the opening of school in the morning for help in translation that had baffled them.

He was not the sort of man about whom stories grew up. Consultation with numerous teachers and pupils who knew him well fails to develop any legends or incidents revealing his characteristics. This is not to say that he was weak. On the contrary, he was essentially a strong character and everyone who knew him still feels admiration for him as a man and as a school principal. He administered justice severely but fairly. All concerned in some misdemeanor knew that they had received their just dues and that no favoritism had been shown.

Another point about him that is always recalled is his astonishing familiarity with everything that occurred or even was about

to occur in the school. Some teachers and many pupils felt that he had some kind of second sight. One teacher recalls that before she was ready to announce her engagement to be married, Herschel Norris sent for her and to her astonishment rebuked her because she was going to leave the school. Her answer "But, Mr. Norris, I am going to be married," did not satisfy him and he intimated that she did not know what she was getting into. He had an intense loyalty to the school and expected to find an equal loyalty among teachers and pupils.

In 1901, in connection with the kindergarten, there arose for the first time the question of school transportation:

> "The Principal reported that it had been found advantageous to the school, to transfer the smaller children in a wagon to and from the school, and that a new wagon had been ordered for the purpose at a cost of $75.00; also that it was desirable to have two stalls in the school yard inclosed to keep the horse and wagon. The matter of the stables was referred to the property committee with power to act."[1]

The school catalogue for 1902-1903 announced:

> "A carriage has been provided and placed in the charge of a reliable person for the purpose of conveying the children to and from their homes."

In 1902 Mary A. Taylor was appointed to the position of kindergartner. She served for nine years, making the class a most successful group with steadily increasing numbers. When she resigned in 1911, the kindergarten was abandoned and was not revived until February 1928; since that time it has continued as part of the school.

Among the other teachers Herschel Norris added to the staff was Edith P. Hubbard, a graduate of Vassar College. In all respects she proved his equal in devotion to the school and in skill as a teacher. She joined the staff in 1907 and taught until 1936. She still retains her interest both in her former pupils and in the school. Her pupils grumbled over the work they had to do in her mathematics classes and yet, coming back from their first year in college, how readily they came to thank her for making them work so hard. The kindest and most sympathetic person, she had the firmness and good sense to make her pupils work out their problems for themselves. They could not come to her for easy help on a difficult part of their lesson. Compelling them to stand on their own feet, she prepared them for college work and this was of the greatest value to them when they needed it. Her pupils found themselves better

1. School Committee Minutes, September, 1901.

prepared in mathematics than most of those who came from other schools.

For those in her classes there was much besides mathematics to be learned; art appreciation, architecture, history and geography were introduced. Edith Hubbard's absorbing avocation was Renaissance art. Almost every summer found her on her way to Europe, sometimes to study the Sienese painters, sometimes to spend a vacation or a sabbatical year in Florence. Her study of painting led her into the field of architecture; this interest would call for a summer tour of Romanesque France or a leisurely journey through the cathedral towns of England. These many journeys were carefully recorded in scrapbooks which have been a source of value and delight to her fellow teachers and her pupils.

Edith Hubbard served as head of the boys' high school when Floyd P. Johnson, who had been in charge of that department for fifteen years, left in 1917 to go into war work. When Herschel Norris first became ill she took over the management of the school as acting principal.

Soon after 1900 new developments in physical education and increased enrollment brought up the question of building a new gymnasium. No headway was made until 1907 when, the necessary funds being available, plans were drawn for a new building to be erected on the Fifth Street side of the boys' yard. The 1907 catalogue recites that "the school management, through the generosity of a number of friends of the School, have provided for the erection of a new gymnasium . . . now in course of erection . . . equipped with everything that goes to make such a building useful and profitable." The main floor measured forty-six feet by seventy feet, there were locker rooms and showers in the basement, besides small offices for the physical directors; a running track encircled the building above the gymnasium floor. The space was adequate for many years and, in spite of hard usage, the building remained in good condition. The maple floor never buckled or opened, although it was used for many purposes besides its original one. School dances and Whittier Society plays and receptions were held here soon after its erection.

Two minor changes in the structure of the school building were made in this period. As constructed in 1892, the "Hall for Drawing" on the third floor was one large room. In 1907 a rolling partition was put in to divide this room into two rooms of nearly equal size and when the Natural History Society moved to its own building on Tenth Street, that space was used, first as a class room and later as a library. Soon after that, a similar

partition was placed in the girls' high school, providing an extra class room. The partition was raised for student assemblies or Whittier Society meetings.

Modern conveniences were accepted reluctantly in the school. The installation of a telephone was possible only after much deliberation. The minutes of the school committee for October 1904 said:

> "The question of a Telephone in the School was taken up. The Principal read letters, informatory and amusing, giving the experience of other Schools where telephones were in use: on the whole favorable, as regards their help and saving of time in School management, under strict rules which were stated. He also said his own feeling had changed and he would now favor having a telephone in the outer office. The matter was left with the Principal and the Property Committee."

The next month the principal reported to the school committee:

> "In accordance with the recommendation of the Committee at their last meeting, a D. & A. (Delaware and Atlantic) telephone has been installed in the School. Proper regulations have been made in accordance with the suggestions contained in the various letters received from other High School principals, and these regulations clearly explained to the student body. The 'phone has already proved to be a great convenience both to the School management and to the parents—while it is still early to form an opinion, I feel that under proper restrictions it will prove to be a decided advantage. The restrictions as to its use are being rigidly enforced."

It was in 1909 that dancing was first allowed and even then pupils approached this frivolous practice with discretion. By that time the new gymnasium was available so that the dance was not actually in the school building but it was some years before the pupils entered into the novelty with any abandon.

Permission to hold dances on the school property had been a matter of long development. The minutes of the school committee in December 1908 report that the alumni association had requested permission for dancing in the school gymnasium at their entertainment during the Christmas vacation. This comment is found:

> "While many members of the committee felt that it would be advantageous for the alumni association to have the privilege they ask, still considering the feelings of some members of the committee and the lack of opportunity to

"With the school house one thinks of the Meeting House across the street, surrounded by trees and a beautiful lawn."

The lunch room of the early 1900's was on the third floor. ("Pupils may or may not bring any portion of their lunches.")

consult with other members of the monthly meeting, we cannot at this time accede to their request."

But the words "at this time" must have encouraged the pupils for three months later the committee minutes read:

"A letter was read signed by six of the student body asking the privilege of having informal dancing at the reception held during the school year. The matter was left in the care and discretion of the Principal."

Herschel Norris evidently felt that the pupils should have the privilege and it has been the custom ever since to have dancing properly supervised and regulated.

The final addition in the old building came in 1913. The catalogue for the year 1912 contains the plans for a new primary building which was erected and opened in the fall on the site of the girls' play yard to the south of the main building at the northeast corner of Fourth and West Streets. The catalogue read:

"The building comprises three stories and a basement. The basement contains separate coat rooms and lavatories for boys and girls, the first and second floors eight class rooms accommodating 160 pupils, and the third floor an assembly room seating 275."

Later, for the sake of better light and closer supervision, one of the class rooms on the first floor was turned into coat rooms and lavatories. This addition was well built, with large windows and ample space, but it was extremely noisy because of its location. As the traffic on Fourth Street hill increased, the noise became worse, yet nothing could be done about it. Teaching in the rooms on the south end of the building was a contest between the teacher's voice and the trucks and cars on the outside, with the teacher's voice always going down to defeat.

At the time of the addition of this section of the building there was not enough money in hand to pay the entire cost and a mortgage was placed on the building. Some years later William Bancroft paid off this mortgage, a fact which makes this an appropriate place to mention the generosity of this friend of the school. Charles W. Bush, 1900, recalls with pleasure and some amusement the occasion when at a meeting of the school committee, after all the business had been transacted and the meeting was about to adjourn, William Bancroft asked in a mild voice: "Would there be any objection if I paid off the mortgage on this building?" Another member of the committee, Mary E. Taylor, thinking she had not heard aright, wheeled on him and said: "What was that, William? What did thee say?" "I said, would there be any objection if I paid off the mortgage on this

building?" "Objection? Certainly not, William, certainly not." And a few days later, William Bancroft paid the full amount, to the great relief of the principal, who had been obliged to save money to pay the interest semi-annually on the debt.

The last thing that William Bancroft wanted was publicity for his good work and generous gifts. No one thanked him publicly for this helpful act, no public notice was taken of it, and it was not mentioned again. This is typical. Mention is made elsewhere of the funds in hand for the erection of the gymnasium on Fifth Street. No record can be found to indicate who furnished the money but everyone connected with the school was sure that most, if not all, of it came from William Bancroft.

The invasion of Belgium and France by Germany in 1914 was received by Friends School without open demonstration. Nevertheless there was deep feeling as to the dangerous possibilities of this on the part of some teachers and some of the more mature pupils, but it was not until the United States entered the war in 1917 that the school was faced with difficult decisions. Herschel Norris foresaw trouble in maintaining a competent staff and feared that the enthusiasm of youth might commit indiscretions contrary to the principles of the Society of Friends. Many teachers had to decide what to do. The pupils were disturbed and restless. These fears and troubles were realized. Many teachers resigned to enter military service or to engage in war work. The pupils wished to show their feelings in a way which the school felt was unwise, though certain symbols were allowed to appear. Some of the pupils presented the school with a handsome United States flag which was displayed from a third story window. A service flag was prepared with 108 stars of which only one had to be changed to a gold star.

Other activities were engaged in but as the country was at war only eighteen months no lasting effect was produced and after the armistice of November 11, 1918 the school no longer felt the disturbing influence of war and resumed its natural position and attitude. The pupils again began to give thought to college entrance rather than to military service. The teachers who had remained were able to return to their normal tasks, receiving the thanks of all for handling the extra load of work they had been called on to carry. As peace returned, a feeling of relief and appreciation came to the principal and the school committee for the way in which the upsetting period had passed without serious difficulties.

No history of Friends School would be complete without mention of some of the people who helped operate and main-

tain the building. George Shockly was a dignified, polite, faithful worker who was a member of the staff for many years, beginning as a janitor and handyman in the early eighties, and retiring in 1907. He was pleasant in manner, was always on hand when wanted, and did innumerable chores everywhere from the fireroom to the lunchroom. He was respected by teachers and pupils, and all regretted his departure when old age compelled his retirement. His wife, Sallie, who prepared and served simple meals for pupils and teachers, is also remembered with affection.

The best-known figure in the maintenance staff was Arthur Harmon. Coming to the school in 1903 as a young man, almost a boy, he remained in its employ until his death in 1942. His influence upon the pupils, especially the little ones whose guardian he was in many ways, was great. Not a few of the smaller children thought he was the principal, since he appeared to them the most important figure in the school. While he performed many tasks, his most important one was the safe transportation of the small pupils, first in a horse-drawn wagon and then in a motor-driven bus. To his credit be it said that the parents were quite content to entrust their children to Arthur's care and he valued and guarded that trust zealously. He was able to exercise a surprising degree of control over the occupants of his bus and many times when the uproar grew too great, a word from him would quiet the restless children. Driving the bus was the work for which he will be longest remembered.

At Christmas he was often called upon to play Santa Claus at parties. He was a musician in his spare time and frequently brought his band to give a benefit concert in the old gymnasium at Fourth and West Streets. One alumnus wrote at the time of his death, in an open letter to the *Journal-Every Evening:* "He (Arthur) was more than a servant, he was a part of the school." Several pupils, teachers and members of the board of managers attended Arthur Harmon's funeral and the school held a special memorial service for him. All felt that they had lost a valued friend.

Harlan Gray and his son, Ermont, were the kind of employees which school administrators always hope to secure. Each was a jack-of-all-trades: carpenter, plumber, repairman, fireman, and a little bit of everything else. Both worked to keep the old building at Fourth and West Streets in good repair, and it needed a jack-of-all-trades to do that. Their contact with the pupils was not so close as that of Arthur Harmon but they were liked and respected by all as they went about their duties.

In 1921 the Eobian Society was formed in the girls' high

school. It was a secret society, its members pledged to uphold the standards of the school, to prevent cheating in examinations, and to perform other worthy functions. It was usually referred to as the "E.O.B." and at the time no one but its members knew what the name or the initials stood for. It served a useful purpose but died out within a few years, leaving fond memories to those who had held membership in it.

In September 1922 Charles W. Bush became assistant principal, while Herschel Norris was on leave of absence. He was a member of the first class which had been graduated under Herschel Norris. A graduate of Delaware College, now the University of Delaware, and a Rhodes Scholar, Charles Bush was a member of the Delaware bar and, at the time of his appointment as assistant principal, he was teaching at New York University. Herschel Norris had been so wrapped up in the school and its problems, so intent on making it the best possible school, so interested in its teachers and pupils, that he had had no time for anything else. Even when he went away on vacation, he returned frequently to see what was needed or to supervise some work being done. He devoted his life to the school to the exclusion of everything else except his family and who shall say that he was wrong? But his concentration, his inability to get away from it, had a disastrous effect upon his health and for two or three years he was an invalid. In the spring of 1922, the doctor warned him that as a physician he could not be responsible for his patient's life unless Herschel Norris stopped work and took a complete rest. The school committee insisted that the doctor's advice be followed and gave him a year's leave of absence. Unfortunately he was in a far worse condition than had been realized and he died in the following March. The greatest tribute to him was that the pupils seemed to feel a greater sense of loss than any other group.

After the death of Herschel Norris the school committee prevailed upon Charles Bush to accept the principalship, a position which he held for twelve years. Because of his long-standing connection with Friends School, his wide acquaintance with the community, and his sympathy and respect for Friends' principles, he was notably successful in making the school well-known and highly regarded in Wilmington. Under his leadership, studies of the school's program and its needs were made first by Bancroft Beatley of Harvard University, who made a thorough examination of the upper school in 1930 and later Edwin C. Reeder of Columbia University, who evaluated the lower school in 1932. Both these educators were men of national reputation in their field. It fell to Charles Bush to put

into effect gradually many of the suggestions which they made for the further improvement of a school which both agreed was already doing effective work. He also did much to strengthen the alumni organization of the school.

The Alumni Association of Friends School was founded in 1890, according to an article written by May Cann Sparre, 1894, and published in the *Whittier Miscellany* of March 1899. She states that the first regular annual meeting was held in 1892 when a constitution and by-laws were adopted, vesting executive power in a president, a vice-president, a secretary, a treasurer and one other member chosen from the association. At the time she wrote, the officers were: president, Henry Seidel Canby; vice-president, J. Danforth Bush, 1885; secretary, Bertha Harlan, 1891; and treasurer, Miriam W. Webb, 1892, elected at the meeting held in January 1899.

Among the honorary members of the association in its early history were the Reverend William Taylor, President Taylor of Vassar, Professor Frederick E. Robinson of Delaware College and almost the entire corps of teachers of Friends School. As an illustration of the public works with which the association had identifed itself, the presentation of a bust of Dante to the Wilmington Institute Free Library is mentioned. On this occasion John P. Nields, 1885, made the presentation speech. May Sparre also expresses the thanks of the association to Isaac Johnson and Enos Doan for their help in arranging the programs for the meetings.

The organization described by May Cann Sparre soon lost its vigor but came to life again in 1905. The school committee minutes of December of that year recorded that: "The Alumni Association proposed to meet next Fourth day, 12th mo. 29 and thus renew this organization." Unfortunately that was also an unsuccessful organization and nothing more is heard of it until 1927 when the minute book of the alumni association records that:

> "A meeting of Friends School alumni was held in the school building on Wednesday evening, December 21, 1927. One hundred and sixty-eight students, Edith P. Hubbard and Caroline Ladd Crew, sat down to the supper which was served in the Drawing and English rooms."[2]

An organization committee was appointed, consisting of J. Rankin Davis, ex-1909, J. Warren Marshall, 1900, Madeleine H. Pierce, 1923, and May Cann Sparre, to prepare a constitution and by-laws and to nominate officers. A year later this com-

2. Friends School Alumni Association Minutes, December, 1927.

mittee reported, presenting a constitution and by-laws which were adopted, together with a slate of officers: Edgar Q. Bullock, 1900, president; May Cann Sparre, vice-president; Caroline Philips, 1917, secretary; and Franklin Taylor, 1918, treasurer.

The record of the association in the last twenty years reflects steady growth in interest and in usefulness to the school. Regular meetings at Christmas time and again in June have been well attended. Establishment of a student aid fund was one of the outstanding achievements of the organization, although this was not finally accomplished until 1934.

In 1923 a teacher who was to have a great effect upon the school joined the staff. Marian P. Branson, a graduate of West Chester Normal School, now West Chester Teachers College, and of Columbia University, became a teacher in the lower grades. Her teaching ability, her leadership, and her good judgment indicated that she should be promoted to a more responsible position and in 1926 she was appointed supervisor of the elementary grades. As such she developed and put into practice a more progressive program than that which had been in effect. In many ways Marian Branson's work was of incalculable value; her alert, forward-looking attitude and the confidence she inspired in everyone were noteworthy.

In 1925 and 1926 beginnings were made towards the establishment of a parents' and teachers' organization through several father-and-son and mother-and-daughter dinners and teas. Further progress was made in 1927 when, according to the report of the principal to the school committee on November 15, the formation of a parent-teacher association was considered under the leadership of Marian Branson. Finally on February 16, 1928, a meeting was held in the school auditorium, attended by parents and teachers, at which a constitution of the Home and School Association was adopted and officers and an executive committee were appointed to serve until the following autumn. J. Tenney Mason was appointed president and Marian Branson, secretary. Two more meetings were held before the close of school in June.

In the fall, at the first meeting, G. Sellers Smith, 1896, was elected president. The association has maintained a flourishing existence for twenty years. Its membership is open to parents, teachers and "to anyone who is interested in the school." The value of the association to the school is incalculable and its officers and committees have made real contributions to the school's welfare.

A person with such varied abilities as those of Marian

Branson is destined to a larger field of work. In 1930 she resigned to become principal of Atlantic City Friends School and later of Greene Street Friends School in Germantown. In her place, Clara G. Dewsnap was appointed. She was a graduate of Columbia University Teachers' College, and was teaching at the Ethical Culture School in New York before coming to Friends School. She made her influence felt at once and was an able successor to Marian Branson, carrying on the work begun and successfully developing new plans.

In February 1935, the members of the staff, pupils and parents were distressed to learn of the resignation of Charles Bush from the principalship of the school. He had made known to the board in November his desire to be relieved of his duties, feeling that he wished to go on with further graduate study which would lead to administrative work at the college level. "Uncle Charlie," as he was affectionately known to many of his former pupils (he acquired this name because of the presence in the school from time to time of a number of his nieces and nephews), had contributed notably to the development of the school and had brought it safely through depression days when many private schools had had difficult sledding.

With the announcement of Charles Bush's resignation the board of managers included word of the appointment of Wilmot R. Jones, then associate principal of the Sidwell Friends School in Washington, to succeed him. Wilmot Jones, like Isaac Johnson, was a graduate of Haverford; he had done his post graduate work at Harvard University and had taught in two boys' boarding schools before going to Washington as Thomas W. Sidwell's asssistant.

The managers of Friends School, desiring to give tangible expression to their appreciation of the work of Charles Bush as head of the school, created two honor scholarships, which were announced at commencement that year, in these terms:

> "In recognition of the long and valued services of Charles W. Bush as principal of this school, the Board of Managers has established two annual scholarships to be known as the Charles W. Bush Scholarships. These scholarships, of one hundred dollars each, will be awarded in June of each year to a boy and a girl, selected from the ninth grade, lower middle, or upper middle classes of that year, who, in the judgment of the committee of selection, have made the most progress towards Friends School's ideals of character, scholarship and leadership . . . "

Quite fittingly, the first boy to receive this new award was Edgar Q. Bullock, Jr., 1936, whose father was one of Charles Bush's own classmates in the Friends School class of 1900. Each succeeding June the announcement of the names of the Bush Scholars for the subsequent year has been the climax of the program of the final assembly of the upper school, a significant reminder of the achievement of a much beloved alumnus whose loyal service to Friends School fortunately has not ceased with his resignation of the principalship.

Chapter V

A NEW HOME

ALL THROUGH the late twenties and early thirties the need for moving Friends School to a suburban location had been in the minds of those interested in the welfare of the school. A "New Building Committee" was already in existence on October 15, 1929, when, according to the minutes of the school committee, there was presented to those in charge of the school a resolution from the Woodlawn Trustees, stating that in accordance with the will of Emma C. Bancroft $10,000 was available any time within ten years for the purchase of property for new school buildings in any location that the committee might select. (Woodlawn Trustees, Incorporated, is a business organization founded by the late William Bancroft for the purpose of carrying out certain philanthropic endeavors which he desired to extend beyond his lifetime for the benefit of the community of Wilmington and vicinity.) The ten-year period was to run from April 4, 1929, and the Woodlawn Trustees were directed to provide a tract of fifteen acres at the stipulated figure.

The minutes recorded that, though the new building committee had nothing to report at this meeting, the chairman said that the committee would be called together in the near future. The now-famous stock-market crash of late October apparently did little to dampen the ardor either of the school committee or of the alumni association, whose president, Edgar Q. Bullock, appointed a co-operating committee "to give assistance in the planning of ways and means to secure funds for new buildings." This was in January 1930; two months later the school committee "proposed to make a statement (at the next meeting of the Home and School Association) as to the present status of our plans." The annual report of the school committee mentions the fact that John P. Nields, J. Warren Marshall, Harry M. Pierce and May Cann Sparre, were co-operating in the project for a new school plant. The report goes on to say that "progress is temporarily retarded by business and general financial depression." The following October the new building committee reported it was intending to confer with the alumni committee

as to the advisability of making a drive at this time for funds to build the new school. In April 1931 the school committee recorded the comment of one of the members of the alumni committee that "we should be able to start our campaign in the near future."

Later in 1931 Friends, still determined to explore every avenue, visited one of the local banks to discover the possibility of financing a new building through a loan. "They were informed," say the minutes, "it would be almost impossible to get such a loan at present." In spite of this note of pessimism, a friend of the school "stated he would see a contractor he knew to draw up an estimated cost of the new school building." Shortly thereafter, the new building committee reported that more definite plans were being made for the preparation of drawings of the new plant and for the collection of money. These plans, when they were finally examined, called for an outlay of $200,000 to $225,000; the alumni group reported it was interested in finding out people's views "on the feasibility of proceeding now." This was in March 1932.

A luncheon meeting was held later that spring but the committee reported that "no particular progress had been made." The records of the school committee (now the board of managers) omit all mention of the new building for several years after 1932. There continue to be references to crowded conditions on the playground. During the years many different solutions had been attempted, including the renting of a soccer field near Talleyville and the use of playing fields in Rockford Park but none of these plans provided a satisfactory answer and time was running out, so far as the Bancroft bequest was concerned. In June 1935, the possibility of a new home for Friends School seemed more remote than ever.

This was the situation when, on July 1, 1935, a loyal friend of the school called an informal meeting at his downtown office, to discuss with the chairman of the board of managers, the retiring principal and the principal-elect, "certain matters affecting the welfare of Friends School." It was revealed that this benefactor and his business associates were prepared to make a gift to the school of $175,000 in cash toward the cost of erecting a new building on the Mousley-Elliott tract in what is now Alapocas. The gift was contingent only upon the willingness of the West Street meeting to accept it and upon the ability of the board to raise such additional sums as might be necessary to provide what facilities the school would require.

For the members of the small group who were present, this was a breath-taking announcement, coming as it did without

any warning. For the time being, the proposal had to be kept entirely confidential. The board of managers, at a special meeting held in mid-July, heard the donor renew his offer officially. The proposed gift was accepted with many expressions of gratitude. Authority was granted a special committee to formulate plans for raising the additional amount needed. This was first estimated as $100,000, a figure which had later to be revised to $150,000. The donor stipulated that his name should not be mentioned. The chairman of the board undertook to present the matter to the next session of Wilmington Monthly Meeting, West Street, since the title to all school property was and is held by the monthly meeting trustees.

The monthly meeting was not slow to give its blessing to the new undertaking and public announcement of the gift was finally made on September 12, 1935, shortly before the opening of the fall term. Two important groups were set up: a campaign committee to raise funds and a building commission to supervise the actual work of construction. As honorary chairman the Friends School New Building Committee had the governor, C. Douglass Buck, 1908, with Philip Cook, Bishop of Delaware, and John P. Nields, United States District Judge, as honorary vice-chairmen. Newlin T. Booth accepted the responsibility for active direction of the campaign, with Henry T. Bush, ex-1897, as treasurer. Vice-chairmen were W. Ralph Gawthrop, J. Edgar Rhoads, and Anna M. Worth.

The Friends School Building Commission, with T. Clarkson Taylor, ex-1911, as chairman, was broadly representative of the community. Its membership included Esther Smedley Chambers, 1908, Jean K. Foulke duPont, Harry B. Eaton, Charles H. Gant, Edith C. Rhoads, Shermer H. Stradley, Edward H. Worth, and the president of the board of managers and the principal of the school, *ex officio*. It was the responsibility of this group to select an architect, to award the contracts when the time came, and to oversee the process of construction.

In the annual report of the board of managers to the monthly meeting, presented in October 1935, the president, W. Ralph Gawthrop, referred to the increasingly difficult job which Friends School had had in doing such outstanding work as would overcome the handicap of an unfavorable location and a physical plant that was in important respects outmoded and expensive of maintenance:

> "We must," he said, "realistically face the fact that the handicap referred to increases with the years and that the time is not far distant when it would be impossible successfully to carry on under present conditions. To assure con-

> tinuance of our almost two-hundred-year contribution to education, to meet the demands from every side that Friends School must go on, to measure up to the challenge of those who so substantially show their faith in our work, . . . Friends are called on wholeheartedly to support the movement for the completion of the building fund . . . Whether Friends School shall go on to fuller usefulness depends largely upon how much faith we have in our own work."

The case for the school was stated to the general public in a little booklet, published by the new building committee and entitled "The Oldest School in Delaware." It called the attention of prospective givers to the fact that mere lack of physical equipment must not be allowed to jeopardize the permanence of important spiritual values like the simplicity, the sincerity, and the friendliness with which the school had always undertaken to do its work.

The campaign itself was conducted entirely without professional guidance or leadership and the results, from the first, were thoroughly heartening. By Christmas, over $100,000 had been raised in cash and pledges and all this was clear, the actual expenses of the fund-raising having been underwritten by the board of managers itself. Meanwhile a decision had been reached to purchase an additional five acres of land from the Woodlawn Trustees, rather than risk the possibility of finding that fifteen acres were insufficient to meet the needs of a country school with a pupil population of 375. The board and the monthly meeting were confronted with the necessity for deciding whether the entire project should be abandoned, in view of the fact that only a trifle over $275,000 was in sight, or the building commission should be authorized to go forward with the project. The monthly meeting, acting upon the recommendation of the board of managers, decided to go ahead. The building commission, on December 20, 1935, was authorized to proceed at once with the design and construction of a new school building, the total cost of which, exclusive of land, was not to exceed $300,000.

With this authority, the building commission could push on with its work. Meanwhile the staff of the school had been developing its ideas of what the new plant should include, gathering suggestions from other schools and considering the special needs of Friends School. There was no time to be lost. Prices were beginning to rise, so that it was important to get the specifications drawn and everything in the hands of the prospective bidders at the earliest possible moment. Fortunately the architect, E. William Martin, was a man experienced in the design and construction of school buildings. He was willing to take

great pains to produce a building that would have about it something of a Quaker atmosphere and be as little institutional as possible.

T. Clarkson Taylor, commenting on the preliminary drawings submitted by William Martin, said:

> "No radical change in the general size or character of the school is contemplated. Improved facilities for doing better the type of work that the school now does, are the primary objectives of the architect and the building commission."

The commission reported to the board of managers on February 18 in these terms. "The requirements of the school have been met with the greatest economy consistent with satisfaction." The board was warned, however, in a letter from William Martin that he could not guarantee that the cost of the building, when bids were in, would be within the $300,000 limit set by the monthly meeting. The board recognized that further curtailment of the size of the buildings would be likely to impair seriously their usefulness. It is recorded that "at the conclusion of the meeting the preliminary drawings of the new school building were exhibited" and that these "were studied with interest by those present."[1]

The building commission, meanwhile, had other problems with which to deal. The new campus of twenty acres was laid out by engineers and assurances received from the City of Wilmington that both water and sewer connections would be available. The state highway commission, responsible for constructing the new drive through the Alapocas Woods, was asked to see that surfacing of the drive was finished promptly, in order to make the proposed school site accessible for trucks hauling materials.

Before the end of March 1936 plans and specifications were placed in the hands of fifteen qualified bidders. The sealed bids were opened by the building commission on April 28. The low bids on the three main contracts totaled $290,602.40. The commission reported that additional expenses in sight, including a $5,000 allowance for contingencies, would come to slightly more than $41,000. The recommendation was made that the board and the monthly meeting authorize the award of the contracts. "Any further attempt," wrote Clarkson Taylor, in a letter of transmittal to the board, "to cheapen and change the plans so carefully prepared would be a big mistake." The board made up its mind, at a special meeting on May 1, to recommend that a special monthly meeting session be convened. In this recommendation the trustees of the meeting concurred.

1. Board of Managers Minutes, July, 1935.

It is often asserted, sometimes with a certain amount of justice, that Friends cannot reach decisions quickly. To the credit of the monthly meeting it should be recorded here that within less than a week the monthly meeting had carefully considered the proposal. The minute of May 6, 1936, reads: "The Meeting united in approving the recommendations and the trustees were authorized to proceed with the project at once, in cooperation with the Board of Managers of Friends School." The Trustees, furthermore, were authorized to borrow such sums as might be required to complete the work at the estimated cost of $332,000.

June 3, 1936 was a notable day in Friends School history, for it was on that morning that ground was broken at Alapocas. Instead of reporting at Fourth and West Streets, teachers and pupils, along with many patrons and other friends of the school gathered in an open field almost exactly on the spot where the kindergarten wing of the building now stands. W. Ralph Gawthrop, president of the board from 1928 until his death in 1943, presided at the simple ceremony. Ground was first broken by Henry M. T. Harris, president of the 1936 graduating class. With him were the other officers of the class: Clarence W. Hazel, Jr., Ann I. Kline, and Dorothy E. Naylor. Next nine members of the kindergarten, children of alumni, continued the work. Charles Warner Kenworthy, who later graduated in the class of 1942, represented the sixth grade, the seniors of the lower school. He was the fourth generation of his family to attend Friends School. So enthusiastic were the kindergarten children and so absorbed were they in their job that Ralph Gawthrop had some difficulty in persuading them to desist from their efforts when the steam shovel moved in to take up its work, once the exercises were over. Robert B. Flinn, Elaine C. Finkel, E. Dickinson Griffenberg, Jr., E. Virginia Shaw, Hester H. and John Richardson, David B. Hastings, Benjamin N. Brown, Jr., and Stirling H. Thomas made up the kindergarten contingent of groundbreakers. Of these boys and girls, the first three were graduated from Friends School with the anniversary class of 1948.

Ralph Gawthrop, in reviewing what had gone before, commented on the fact that the new project would not have been possible but for the initial generosity of Emma Bancroft, and that of her daughters, Sarah Bancroft Clark, 1893, and Lucy Bancroft Gillett, 1896, who had given the money to purchase the extra five acres needed to supplement the original gift made by their mother. He mentioned also the amount of hard work which had gone into planning for the structure which was about to rise and expressed his own sense of gratification that many

of those present at the exercises would get the benefit, in years to come, of the new building and the spacious fields which surrounded it.

By October the building was reported to be about one-third completed and on November 18 the date-stone was set high in the south wall of the main building. It bears no other inscription except the year (1936) and takes the place of a corner-stone, since it was not the custom to have corner-stones in structures built by early Friends. An interesting array of articles was placed in the copper container and sealed. Included was a fragment of Plymouth Rock, contributed by Edith Hubbard, teacher emerita of mathematics. With this curio went a brick from the wall that was part of the original school building erected as a meeting house in 1738, an account of the fund-raising campaign for the building, a contemporary Latin textbook, a school catalogue for 1888-1889 and one for 1936-1937, a program of the second annual reception of the Whittier Literary Society in 1893, and a variety of other items of historical interest.

The president of the board of managers, the principal, and Fred B. Pohl, representing the architect, were present as the copper box was set in the wall. They stood high on a staging and watched while the box was closed and cemented into its bed within the date-stone. An accurate list of the articles within the date-stone was made and was placed in safekeeping.

Although the setting of this stone was supposed to have marked the half-way point in the construction, work moved slowly throughout the winter. The board, at its May meeting, heard that painting would soon be started and that the school could look forward to moving in on July 1, 1937. A month later a preliminary accounting on the project indicated that the final cost would exceed by $55,000 the amount then available in the New Building Fund. Steps were taken to provide for financing to cover the amount soon to be due.

March 1937 saw the completion of the renovating of the Mousley-Elliott house in the middle of the school tract at Alapocas, now known as "The Farm House." The school, faced with the need for either tearing down this old house or repairing it so that it would make a comfortable home, finally invested some of its own funds in the project. William Martin, the architect for the new building, supervised the renovation, in the course of which a frame addition was built on the rear of the old house, and gas, water, and electricity were brought in. Much of the original charm of the building was restored. Wilmot Jones and his family moved into the house on March 25, the

board having decided that occupancy of the Farm House should be required of the principal.

The board went ahead at this time with naming a committee to arrange for appropriate exercises in connection with the formal opening of the school. Walter A. Dew was appointed chairman of this committee, along with Isabel J. Booth from the board, James T. Eliason, Jr., ex-1913, and Esther G. Mullin, representing the patrons, Barbara T. Bell and Mary B. Passmore, ex-1908, from the staff, Elizabeth Metten Griffith, 1928, and Garrett A. Taylor, 1914, from the alumni, and Carolyn L. Mayerberg, 1938, and William F. Lynch, 2nd, 1938, from the Whittier Society. The principal and vice-principal were members *ex officio*.

On August 3 the building commission inspected the building and accepted it, as substantially complete. Meanwhile furniture and equipment had been transferred from Fourth and West Streets and the office staff was installed in its new quarters. Two thousand invitations were sent out to alumni, including non-graduates, patrons and former patrons, schools and colleges, and individual civic and educational leaders. The invitation was couched in the simplest terms:

> "The Board of Managers invites you to the new building at Alapocas on the evening of September the seventeenth. There will be very brief exercises in the gymnasium at eight-fifteen. Afterwards there will be an opportunity to meet other friends of the School and to inspect the building."

Plans were made at the same time to have the building open to the general public the following afternoon from three until five, when parents, teachers and members of the senior class were to act as guides.

Eight hundred persons, including representatives of the state and city government and of public and private education were present on the evening of September 17. Ralph Gawthrop told something of the past history of the school and reminded the assemblage that "one gift made the dream a possibility; the gifts and work of many made it an actuality." Warren Marshall represented the alumni in recounting what he felt the school had done for past generations and in expressing the hope that its future work would be more and more effective in producing strong citizens of a democracy.

Clarkson Taylor outlined the work of the building commission, explaining the procedures followed in developing the plans. William Martin then called attention to salient features of the buildings and presented the keys to the chairman of the

The library in 1894 consisted of 600 volumes carefully selected for their suitability.

Edith Hubbard re-organized the library and moved it into the former natural history museum.

The library in the new building was named in 1937 for Emma Worrell, principal of Friends School from 1867 to 1870.

These first-grade pupils (1941) enjoyed singing at the piano with Sara White Vincenti.

board of managers. The audience later took advantage of the opportunity offered to examine the building in detail.

The following afternoon members of the general public appeared in numbers to inspect the new plant in groups of ten or fifteen under trained guides. This opportunity, publicized through announcements in the newspapers, was appreciated by many individuals who had no connection with Friends School but who were nonetheless interested in an institution which for so many years had been a part of Wilmington.

Chapter VI

A PERIOD OF TRANSITION

APART FROM the whole project for a new home at Alapocas, the life of the school during this period was marked by a number of evidences of growth, rather than by change in any particular respect.

One of the problems with which the school had had to contend for many years was the lack of adequate outdoor recreation facilities and the absence of playing fields suitable for boys' and girls' sports. This, quite as much as the need for a new building, was a primary consideration in the move to Alapocas.

It has often been remarked by members of the school staff that during the years on West Street the school did not own a lawn mower. It had no need for one, since the only grass on the school property was some straggling blades which grew on the narrow slope inside the old iron fence, under the windows of the "boys' junior high," as Herbert Detwiler's old stamping-ground was called. Across the street, in that portion of the meeting-house yard which lay next to Fifth Street, there was room for the infield of a softball diamond. A wire fence, waist high, divided this bare plot from the grassy sward with the low stones which made up the burying-ground proper. This was only a mild deterrent, at most a temporary hindrance, to enthusiastic outfielders who leaped the fence to field the ball among the gravestones.

It was not generally realized that even the portion of the yard where softball was allowed had at one time been used for burial purposes. Tradition has it that a mass burial was made there during the middle of the nineteenth century. Of more immediate concern in 1935 was the fact that sports in the yard made it difficult to keep grass on that part of the meeting-house grounds. And that was not all, because there were the neighbors and their windows to contend with. Though "over the fence is out" was usually the rule, that did not prevent an occasional adventurous soul from taking a vigorous swing at the ball and knocking a fly out across Fifth Street, often with damage to windows which could hardly be laughed off. All sorts of high

fencing devices were used at one time or another, but none removed the menace effectively.

There was, of course, the playground between the school and Ball Place (familiarly known as "Ball Alley"). But this was usually teeming with lower school youngsters during the day and balls were always going over the fence onto the roofs below, thus creating another hazard. The surface of this yard, covered as it was in its later days with crushed stone, was noticeably hard on clothes, not to mention the epidermis. Headstones and all, the meeting-house yard was better.

In the fall of 1935 the board of managers approved providing regular extra bus service to Rockford Park for participants in after-school sports. Sixty pupils each afternoon, including both boys and girls, took advantage of this arrangement and outdoor athletics for those in the junior high school became a reality. In 1936 the boys started using part of the school grounds at Alapocas for football practice. This was another forward step. It meant, furthermore, that teams enjoyed a modicum of privacy while they were practising, something which they never had in a public park.

The transition to Alapocas for all sports was an easy and natural one when the time came. Hockey, to be sure, worked under great difficulties its first year on the hill. The turf on Bancroft Field was not ready for use. Woodlawn Trustees allowed the school to attempt to tame a portion of the pasture adjacent to the school property. The grass was finally conquered but hockey that fall was of a hill-and-dale variety, owing to the rough topography of the area. This experience made the new field doubly appreciated when it was ready for use.

Along with increased opportunity for sports participation there arose about this time a concern for development of other pupil activities, of a non-athletic sort, and for greater recognition of achievement in such activities. It had long been evident to the staff that the pupil activity program could develop only as individual teachers had time and strength, as well as the concern, to work with pupil groups outside the classroom. This meant more teaching personnel, for many teachers in 1935 were carrying heavy academic loads. A gradual increase in the size of the staff began in 1935 with the appointment of an additional man and a part-time remedial teacher in the lower school; an effort was made also to provide a larger proportion of men in the upper school. It was felt in 1935, and the sequel seems to show there was some justification for the idea, that there must be more men teachers if a satisfactory enrollment of boys was to be maintained in the upper school.

On the side of recognition of pupil achievement in non-athletic activities the Whittier Society took the initiative by instituting awards, to be given in the final assembly of the school year, for exceptionally meritorious performance in connection with non-athletic activities. These were merely certificates, without intrinsic value, but they have served through the subsequent years to call attention to the fact that attainment in athletics is not the only extra-curricular accomplishment which Friends School recognizes.

During 1935, 1936 and 1937 serious consideration was being given to the problem of academic failure in the school. This had been a pressing concern of the staff for years, as successive annual reports of Charles Bush testified. In the period just prior to the move to Alapocas the board and the staff devoted much time to consideration of the implications of a relatively non-selective program of admissions and the possible connection between a somewhat narrow curriculum and a high rate of pupil failure, accompanied by a large number of drop-outs. Bancroft Beatley's report of his 1930 survey of the upper school was restudied, with a view to discovering what further might be learned from it.

On April 21, 1936 the board of managers recorded its recognition of the fact that a non-restrictive policy of admissions had financial implications and that a school population with a wide range of ability required a larger staff than a highly selective school, if all pupils were to get the sort of education they needed. Later that year the board re-affirmed its desire to have the school admit as pupils all who appeared likely to be able to profit from the program which the school had to offer, not giving preference to the intellectually superior. This continues to be the policy of the school.

Meanwhile at Fourth and West Streets the closing of the old building was anticipated with varied emotions. Each generation of students, indeed each class, had been sure that there was a secret passageway under West Street, leading from the school to the basement of the meeting house. The many stories and legends dealing with the "underground railroad" in which some Friends in Wilmington had had a part, added certainty to this belief in the minds of many pupils, though it is not clear why the rescue of slaves should require that they pass from a school building to a meeting house. Unfortunately for the peace of mind of the principal and the teachers, there was a steam pipe running under the street by which heat was provided to the meeting house and when a light fall of snow came, the pavement over this pipe was just warm enough to prevent the snow

from lying there when it covered the rest of the street. Repeated assurances that there was no underground passageway and that slaves had never been smuggled across by such a route failed to convince the eager searchers and finally in desperation the principal adopted the plan of sending such enthusiasts to the basement to see if they could find the entrance to such a passage. They sooner or later returned, disappointed and dusty, usually with the statement that they were sure it was there but that "it had been bricked up." Failure never discouraged such zealots and the only remedy was to turn their energy and attention to something else.

There were not a few, especially among the outgoing seniors of 1937, who stoutly maintained that there could be only one Friends School for them and that would be on West Street between Fourth and Fifth. The winding stairs, the dark passages, the subterranean heating tunnels with their dim lights and numerous obstacles to trip the feet of the unwary—all these features and many others besides had endeared themselves to pupils; they were part of the tradition of the school, along with senior privileges and those illicit trips to McMinn's, the ice cream store around the corner. Ball Alley, to be sure, had been dismantled. The board was determined not to move away and leave its decrepit houses standing. But almost everything else was the same and youngsters, in general, dread change.

An interesting expression of this vague feeling of sadness appeared as early as December 1936, when *The Weekly Wag* ("This Paper Is Published Purely as an Experiment. Any Dissatisfaction on the Part of Our Reader's Will Be Entirely Disregarded.") appeared in what it called "Edition 1." There was never an "Edition 2" but one copy of the first issue was printed in gold ink and presented to Wilmot Jones with great ceremony at an assembly in the girls' high school room. *The Weekly Wag* was printed on three-by-five slips, stapled together at one end. Item one, inside the cover, was a bit of verse (origin unknown) entitled "Destinie's Tot." Then came this editorializing:

> "Possibly few students realize that this is the last year on the present site. We are moving (so we are told) to a quiet pastoral region, where we may actually breathe fresh air. Quite an innovation.
>
> "I, for one, will regret the passing of the old building. Its familiar rooms, with battered floors and gloomy aspect. The speculation as to whether the sagging ceiling will fall now or next week. The intense excitement of those mad dashes among the cinders in the yard, where one misstep spelt scratched and bruised shins. All these are about to go.

"Even as the old school passes one senses the passing of a certain innate quality that Friends have held and revered for many years. It is an undeterminable something, hoary with its many years, but present, nevertheless.

"You have my pity, oh undergraduates, for yours is the lot of facing a strange new world. You will fairly rattle in those great new halls. You will be ill at ease with sufficient sunlight, and, as the weeds take over our ancient edifice, you may return in mute obeisance, only to hear the dismal wind sorrowing through the lowly rafters.

"I think I hear it now."

Readers who wonder, perhaps, at the sentence structure will be relieved to know that the presumed author of this piece of sentimental writing was later graduated, Phi Beta Kappa, from a reputable eastern university. He had an idea and his expressed pity for the underclassmen of that year has a ring of real sincerity about it. He recognized that Friends School had come to the end of a long era.

Chapter VII

NEW OPPORTUNITIES AND RESPONSIBILITIES

SCHOOL OPENED for the first time in the new building on the morning of September 22, 1937 with an enrollment of 187 boys and 178 girls, an increase of more than ten per cent over that of the preceding year. The most striking change in this respect was the shift to a preponderance of boys in the school. The girls had been in the majority during the previous four-year period. Undoubtedly the availability of more adequate facilities for sports and similar activities suited to the interests of boys was a factor in this swing.

In order to give adequate direction and supervision for the new activities which were developing the school created in 1938 a new full-time position for a director of boys' physical education. A similar post on the girls' side had been in existence for years but somehow the boys had had to get along with a minimum of required physical education activities and with the help of devoted and enthusiastic teachers who put in full days in the classroom and then devoted their afternoons to coaching soccer, football, basketball, or baseball. The starting of "junior" athletics in the fall of 1935 has already been referred to. As the years went on this program made steady progress. Competitive sports with other schools have never been endorsed by Friends School for those in grades below the seventh, but in the junior high school, under such names as "midgets," "twelve-and-unders," "thirteens," "lightweights," "thirds"—various groups have competed year after year with matched groups from other schools. Participation has been kept voluntary. From the first, the board of managers insisted that the move to Alapocas did not mean that Friends School had become a country day school, in the sense that after-school activities would be required. It was a day school in the country—too nice a distinction, perhaps! Physical education periods were built into everyone's class schedule but sports participation was never a requirement.

In recent years the voluntary program has been increasingly popular. Often the participation of boys and girls alike has exceeded 70%, with as many as four or five football teams

and four field-hockey teams, besides an informal soccer squad, carrying on regular practices and receiving official recognition. Six basketball teams for boys and three more for girls have been the rule rather than the exception, though such a program has taxed the indoor play space to its utmost. The staff of the school has frequently expressed the wish that the program might be even more varied than it is. There is great demand for tennis in the spring but the two courts which were built and equipped in the summer following the opening of the new building offer scant opportunity for the enthusiasts who want to learn this excellent carry-over game. Plans for building ten more courts were worked out at the time the Marshall Athletic Field was built to take care of baseball. The construction of these courts and some provision for subsidizing their maintenance is one of the pieces of unfinished business which the school faces in 1948.

With the greatly extended facilities both indoors and outdoors which the new plant provided, there came to the officers of the school a realization of the importance of having someone on the staff whose chief concern would be the supervision of maintenance. After nearly a year at Alapocas the principal was authorized to obtain the services of a superintendent of buildings and grounds. At first this man had to double as a part-time teacher of manual arts. Later the position was combined with that of business manager, so that supervision of maintenance and of the school's finances was handled by one person. Demands for bus service increased when the school moved to a spot not covered by public transportation and the addition of new bus routes brought many complications in its wake. The difficulties of maintaining service during the later war years were staggering, especially in view of the scarcity of equipment. At one time the school vehicles and one contract-carrier were making a total of twenty trips each day.

As far as the curriculum of the school was concerned, 1938 and the years immediately following saw a renewed awareness on the part of the staff of the problems of grades seven, eight, and nine (the junior high school). Administratively, the importance of this part of the school was recognized by the assignment to the vice-principal of certain specific supervisory responsibilities for these grades. Teachers were testing and adopting various techniques and procedures which would help eliminate what had often seemed to be a tremendous gap between the work of the sixth grade and that of the seventh, between the lower school and the upper. This interest in developing the possibilities of the junior high school received a special impetus in 1940-1941, when the Friends' Council on Education sponsored a cooperative

In 1895 the teaching staff numbered sixteen. Enos L. Doan, principal in 1898-1899, is seated in the middle of the front row.

The staff in 1947-1948 included thirty-two teachers besides the officers and the secretaries.

The sesquicentennial class (1898) had its picture taken in a formal setting with a handsome backdrop.

Just after their graduation the members of the class of 1948 were photographed on the front steps of the school building.

study of the junior high departments of a number of Friends' schools. There was an abundance of inter-visitation, resulting in searching criticisms and many helpful suggestions. Friends School has maintained that the work of the seventh, eighth and ninth school years is especially important for the purpose of helping pupils discover their abilities and aptitudes, while they are laying sound foundations.

One of the pressing problems of the school, dating from the old days when the principal operated Friends School on a fixed salary, plus a share of the annual surplus, if any, was the matter of the establishment of adequate compensation for teachers. To this problem the instruction committee of the board of managers addressed itself late in 1937, in an effort to establish a new scale of tuition rates which would serve adequately to finance a non-profit day school with an extensive physical equipment but almost no resources in the way of endowment. Friends School's invested funds in 1937 amounted to less than $20,000. Even after the sale of the old school building in March 1948 the funds held by the monthly meeting in the name of the school amounted to considerably less than $100,000. At prevailing interest rates the income from this fund is very small.

In the early spring of 1938 the board announced to parents a revised tuition scale that would permit gradual increases in staff salaries over a period of three years and at the same time would take care of the added staff made necessary by the larger plant and the increased number of services which the school was then offering or was preparing to offer. Because such increases were predicated on actual experience in operating the new plant at Alapocas and because patrons desired to support not only the maintenance of prevailing standards but also the improvement of them, these increases were accepted philosophically by parents. Many of them realized that the tuition rates of the school had always compared favorably with those of other day schools, whether endowed or not endowed. Nothing, to be sure, was done at this time about teacher retirement. That was to come, however, in another two years, when the Employees' Retirement Income Plan was put into operation.

Once they had become accustomed to their new physical environment, members of the teaching staff took up with renewed enthusiasm the work of curriculum revision which had had to be put aside, for the most part, during the period of transition. The courses of study in English and, later, in social studies were examined and discussed with great thoroughness; Clara Dewsnap, who had been head of the lower school since 1930 and vice-principal since 1934, co-ordinated the efforts of all

teachers, from the lowest grades through the senior high school. The development of an entirely new set of criteria for self-evaluation attracted the interest of the staff in the early winter of 1938-1939. Because the use of these criteria hinged upon a clear understanding of the aims of the school, the staff set to work, all together, to restate the educational objectives which teachers considered appropriate to Friends School.

In February 1939 Clara Dewsnap was granted a leave of absence for the rest of the year to travel abroad. In her absence I. Alice Wright, who had joined the staff in 1923, acted as elementary supervisor. During this half-year lower and upper school teachers worked together to frame a new statement of specific aims and objectives. The board of managers later endorsed these as setting forth the purposes of Friends School. The statement, originally published in 1939 and slightly revised in 1941, reads:

"AIMS AND OBJECTIVES"

"HEALTH AND PERSONAL ADJUSTMENT"

"To promote good mental and physical health of pupils through providing a wholesome environment for the development of mental balance and emotional stability; to afford opportunities for health education and for healthful play of a satisfying nature with reference to sex, age, and individual needs.

"To help pupils to live in harmony with their contemporaries, observing reasonable social standards.

"To teach each pupil to use his leisure time enjoyably and profitably to himself and to society.

"To discover by sympathetic study and observation the interests and the capacities of the individual pupil and in the light of these capacities to counsel him toward the further training necessary to develop him more fully.

"INTELLECTUAL DEVELOPMENT"

"To present a sound course of study, largely college preparatory, that is sufficiently diversified to arouse intellectual curiosity, to provide a general cultural background, and to develop the talents of individual pupils, who not only must be encouraged into worthwhile intellectual pursuits, but also must be taught to think independently.

"To acquaint pupils with the different arts, their histories and forms; by first hand experiences and participation when possible and by allowing pupils opportunities for self-expression, to help them to develop intelligent, independent, and discriminating criteria of appreciation.

"To develop the powers of each pupil as an independent, active, co-operative individual capable of critical thinking and further growth.

"CREATIVE WORK"

"To reveal latent creative abilities, to inspire and to train each pupil in fields in which he already shows either talent or interest so that through them he may find joy and satisfaction in creative work.

"RESPONSIBILITY TO SOCIETY"

"To instil in pupils through practice an understanding of the responsibility as well as the freedom involved in the practice of democracy; to encourage active participation in group living based on the belief that constructive citizenship can bring about progress.

"SPIRITUAL GROWTH"

"To build character with desirable attitudes and reliable habits so that the individual is capable of meeting life's situations with a reasonable degree of success.

"To make religious education an integral part of the School, recognizing it is most vital when it springs from the pupil's own experiences; to provide opportunities for these experiences to arise and to be interpreted, through discussion, teaching, and worship; to help pupils to use and understand silence as a means of becoming aware of God as a source of spiritual power."

From the *Aims and Objectives* the upper school staff moved on to its self-evaluation, after requesting that the Middle States Association of Colleges and Secondary Schools appoint a visiting committee. This work of self-evaluation, involving the answering of hundreds of searching questions, contained in *Evaluative Criteria 1940,* was entered upon voluntarily and proved a stimulating experience for staff members, even though it was an arduous one. The visiting committee, after the staff had completed its work, noted that many of the self-ratings were exceedingly conservative but quite properly challenged the staff to make of a *good* school a *better* school. It was interesting to parents and to members of the board of managers to learn that the pupil activity program appeared to be especially strong and that the general quality of the instruction was conspicuously good, even though staff members were notably modest in appraising the outcomes of their teaching.

The fall of 1940 saw not only the establishment of the con-

tributory retirement plan for teachers but also the strengthening of the Friends School Alumni Association. It had long been a matter of concern to the administration of the school that the alumni association, financed entirely by membership dues, had no help from the school. Annually, since 1934, members of the association had carried on a fund-raising project to provide small amounts of tuition aid to enable children of alumni and other pupils to meet a portion of their tuition expenses at Friends School. Each year at least 25% of the money collected was required to be placed in a special fund, as a basis for a permanent tuition aid endowment. This was a useful service to the school but still did not tie the body of graduates as closely to the school as many wished. It was especially important to help bridge the gap between Fourth and West Streets, where the old building still was Friends School to all graduates prior to 1938, and Alapocas, which was largely lacking in traditions and in sentimental associations.

More than this, there was great need of keeping accurate records of alumni, their addresses, the activities, and their vital statistics. To help meet the situation as it was, the board of managers approved an annual subvention to the alumni association sufficient to make possible the employment of a part-time secretary. One thing led to another and in May 1941 appeared the first issue of the *Alumni Bulletin,* published by the association. "Volume I, Number 1" contained, among others items, a "Greeting From Alumni President" (Lammot duPont Copeland, 1923), an autobiographical sketch by Charles Bush, who was then entering upon his administrative work at the University of Delaware, and a letter from Lucy Bancroft Gillett, written from her home in Oxford, England. There was news, too, in the personal notes about alumni, and summaries of boys' and girls' sports, with scores of games. The association's initial journalistic effort met with enthusiastic response and the *Alumni Bulletin* has appeared twice annually ever since, sometimes with four pages, sometimes with six. It has gone out to all graduates and former students whose addresses are known, whether or not they are dues-paying members of the association.

The Christmas dinner meeting of the alumni association has long been an important Friends School tradition. Each year more effective efforts are made by individual classes, especially the "five-year" classes, to get their members back for this occasion, which is followed by basketball games between the school teams, both boys' and girls', and teams made up of recent graduates.

The school year 1941-1942 began under tragic circum-

stances for on August 25 Friends School was visited by a tornado. A freakish storm which evidently originated in southern Pennsylvania struck Wilmington entirely without warning about noon, causing heavy damage first at the DuPont Airport; it then crossed the Brandywine and hit the old stone barn near the Farm House on the campus. This building, a landmark of the neighborhood for years, was much admired for the beauty of its weathered stone walls. The violent twister struck it, blowing off the roof and completely obliterating the connecting sheds where a large school bus and a passenger car were stored. That was not the worst, either, for just an instant before the storm hit, an automobile drove into the upper floor of the barn seeking shelter. As the building flew apart, scattered by the force of the tornado, heavy wreckage fell upon the car, crushing its steel top and causing the floor beneath to buckle, so as to pitch the car and its four imprisoned passengers into the cellar.

Several members of the staff were in the school at the moment the storm hit. They had no idea what was happening until suddenly the large windows in the school office were battered by timbers and flying slate from the gymnasium roof across the court. Persons standing in the office at the time reported that it was as if everything that was movable had been blown out the front door. There were no casualties except some scratches from small bits of flying slate. A large section of the gymnasium roof, on the side toward the main building, had been blown off. Though the barn was wrecked, the Farm House was unscathed.

When Wilmot Jones hurried into the wrecked barn, he found the car with its roof jammed in until a portion of it rested on the horn-button. School employes first summoned firemen and then set to work to try to release the four occupants. It was finally necessary to use an acetylene torch in order to remove the victims. One severely injured passenger later died.

As far as the property damage was concerned, the matter of repairs was taken in hand at once by the insurance companies with which the school was insured against damage both by fire and by wind. Aside from the complete destruction of the barn, the damage to the main building, including the gymnasium, amounted to more than $20,000, practically all of it done within a few seconds. The wind that day was clocked above 90 miles per hour on the instruments at the DuPont Airport, so that it is not surprising that the tornado struck with tremendous force. There were, apparently, no eye witnesses but it was not difficult to explain what occurred. Flying wreckage from the roof of the barn was driven through the large windows on the west

side of the gymnasium; the wind had then to escape somehow and did so by lifting off a portion of the gymnasium roof from the inside; it was mostly the fragments of this roof that fell on the main building, where dozens of window-sash were shattered and the outside woodwork was scarred by flying slate.

What happened in the barn was a dreadful tragedy; the fact that none of the eight or ten persons in the school building was hurt seemed almost miraculous. Repairs were rapidly completed and all was made ready for the opening of school on September 17. The school's loss was only a small part of the estimated one million dollars' damage which the storm left in its wake as it cut a swath through Pennsylvania, Delaware and New Jersey.

By October 1941 the board of managers was embarked upon a project to replace the old barn with a stone service building suitable to house buses and capable of being developed some day into a kind of field house for visiting athletic teams. A campaign for funds was conducted among parents, alumni, and other friends of the school, with the result that some $17,000 was eventually raised to use in the construction of a service building and in grading additional athletic fields, when the time came. The building itself was completed in the summer of 1942.

Plans for raising money were going forward at a good pace when December 7, 1941 came and—Pearl Harbor. It is not, perhaps, surprising that Friends School, from the first, was very little affected by war hysteria. On Monday morning, December 8, this notice came from the school office:

"FOR ALL UPPER SCHOOL TEACHERS TO READ ALOUD IN CLASS"

"1. In spite of all the excitement and tension in the country because of the war in the East, teachers and pupils can do their parts best by keeping their minds as far as possible on their school jobs, today and every day. This is especially true since there seems to be little or no accurate information about the military situation.

"2. In order that those who care to may hear the President's message to Congress, there will be radio facilities in the elementary assembly room at 12.30. A short 'warning bell' will sound, just before the speech is expected to begin. Teachers who wish to excuse their classes will be free to do so. Pupils who have lunch period may use the radio in the Commons Room."

There was a rumor of an air-raid that first afternoon but Friends School took the position that it must wait for official

reports before sending pupils home, so that there was a minimum of confusion, either then or later. The school identified itself promptly with "The All-School Emergency Committee," formed under the leadership of representatives of the public schools of Wilmington and immediately began work to establish proper routines in air-raid precautions. Pupils of that era remember the identification tags, the finger-prints, the first-aid groups, and the endless roll-calls at air-raid stations.

During the winter and early spring the buildings were used for many adult classes under the Office of Civilian Defense; the West Brandywine Defense Council had an office and an air-raid warning center in the school for some time, until a more central location could be found. Within the school an interesting war-time development was the establishment of a committee of pupils, with a teacher-adviser, who made it their job to help pupils find useful summer employment; in some cases, opportunities for desirable unpaid service were found, so that pupils were able to make good use of the long vacation.

The summer of 1942 saw many changes in the staff of the school, as man after man felt he must either go into active service for his country or undertake some sort of work more closely connected with national defense than teaching or maintenance work. The nation's active participation in war brought other complications. There was increasing demand for bus service, just when the limitations on both manpower and equipment were most severe. Rationing made itself felt, at least to the extent of increasing tremendously the amount of official paper-work which had to be accomplished by the officers. There were items, too, on the plus side. Certainly the emergency brought Friends School a renewed sense of its community responsibilities; pupils saw their parents and their teachers serving the community in a number of ways. This had always been going on but it took the war to make this type of thing seem worthwhile and almost dramatic. The result was increasing outreach on the part of pupils, an outreach which has lasted and grown since V-J Day. The school had opportunities to pioneer. An example was the boys' inclusion in 1943 of Howard High School on their first-team basketball schedule; this action, though deplored by some Wilmingtonians at the time, helped make it possible later for other high schools in the community to do the same thing, until in 1948 such competition was the rule rather than the exception among schools in the City of Wilmington.

The principle of pupil direction of other pupils, as applied to assistance in maintenance work and other jobs around school,

and to the supervision of occasional study halls, was not established easily but it came gradually to be accepted to the extent that pupils recognized a responsibility to themselves and to each other and began to see the values growing out of work experience in which the incentive is not financial compensation at all but rather the ideal of service to the school community. Often pupils rose well to meet new responsibilities, developing into fine leaders. The school rejected once and for all the idea of "made" work, and at the same time made it clear that co-operative service to the school was no emergency measure, enforced by war shortage, but was a part of the educational program. The increasing opportunities offered for pupil leadership undoubtedly had something to do with the number of boys from successive senior classes who were chosen for officer training, both with the Army and with the Navy, particularly in the V-12 program, which gave college training to those who qualified.

The total number of graduates and former pupils who saw service during World War II was 245, according to the best records available. Nine alumnae served in either the WAC or the WAVES. Six men lost their lives: Holstein Harvey, ex-1936, Carl H. U. Davis, 1939, John M. Mendinhall, II, 1939, William B. Patterson, 1940, William R. Gawthrop, Jr., ex-1943, and Alan M. Mancill, ex-1943. In honor of these young men, the alumni association established, at the end of the war, a memorial collection of books in the Emma Worrell Library at the school. Volumes in this collection are marked with a special bookplate, bearing the names of the six who gave their lives for their country.

Almost every boy in the graduating classes from 1939 through 1944 entered national service. During the war years few boys were obliged to drop out of school because of the draft. Only two boys accepted the opportunities offered by several colleges to enter after the eleventh year. Both these boys later received their diplomas from Friends School with their class, after having successfully completed two semesters of the freshman year in college. Three boys took accelerated programs and were regularly graduated a half-year ahead of their class, with special commencement exercises held in the school gymnasium at the end of January 1944. Through arrangements like these Friends School met the needs of its pupils during the emergency.

With special war-time programs the school had little to do. Stamps and bonds were sold by various individuals and by some groups. The United States Government appeared, however, to respect the school's position regarding bond-sales and war-savings programs. Since the school was controlled by a religious society which had a time-honored testimony against participa-

tion in armed conflict, and since there were undoubtedly individuals in the school community whose consciences would not permit them to participate in such activities, the school could not properly make such participation a matter of school loyalty, much less attempt to require it of all those connected with the school.

Red Cross and other activities connected with the preservation of life and the protection of property were encouraged and participation in these fields was extensive. But commando-training and other forms of pre-military work seemed out of keeping with the traditions of the school and were never instituted. The insistence of the staff of the school continued to be upon doing the daily job as thoroughly as possible; whether the service in prospect was to be civilian or military, this seemed to be the right approach for Friends School. In this decision parents, pupils and alumni concurred.

The autumn of 1944, three years after the school's experience with a tornado, saw her threatened by another catastrophe, this time a fire. On the evening of October 19, teachers leaving the Farm House after a staff meeting saw smoke pouring from one of the ventilating shafts in the main building. There had been no school session that day, but somehow a radio in the senior lounge on the second floor had been left on. Apparently the fire had been smouldering for some hours when it was discovered. Firemen, called at once, succeeded in confining the blaze to two rooms, but the damage amounted finally to $5,000. The fact that the flames did not spread was an eloquent tribute to the fire-resistant construction of the building. Aside from water-damage, of which there was inevitably a considerable amount, only the furniture and the floor of the room where the fire originated were consumed by the flames. Serious loss was avoided and once again the school could count itself fortunate.

By the end of April 1945, V-E Day was in sight. Friends School, along with other schools in the community, heeded the request of Mayor Albert W. James and remained open when May 8 finally came. Special meetings for worship were held in both upper and lower schools to help pupils understand the significance of the day. All citizens were reminded, however, that further strenuous efforts were ahead.

Two months later the school bade farewell to Clara Dewsnap, who had completed fifteen years of service. All the teachers who served with her and the pupils who studied under her had felt her wise and steady guidance. She left to become head of the lower school at Germantown Friends School (Coulter Street). To take her place the board of managers appointed

Dorothy Hoyle, a member of the education faculty of Ohio University, Athens, Ohio. With excellent training and wide experience both as a primary teacher and as a teacher of teachers, Dorothy Hoyle was well qualified for her new position. She came to Friends School with a special concern to strengthen its Friendly character and to promote close co-operation between the lower and upper schools.

In February 1946, the American Friends Service Committee, in collaboration with the Overseas Schools Committee of Boston, was exploring the possibility of school affiliation. This was a project intended to bring schools in this country into close touch with selected sister-schools in war-damaged areas, for their mutual benefit. The American Friends Service Committee asked the board of managers of Friends School to grant Wilmot Jones a leave of absence so that he might go to Europe to assist in setting up the new program. This leave was granted, effective April 1, 1946, and Dorothy Hoyle was appointed acting principal for a term of four months.

Wilmot Jones returned at the beginning of August. He had been in sixty-five schools of all sizes and types, in Italy, France, Holland and Belgium. Interesting by-products of his trip were the affiliation of the lower school with two small schools near Caen, in the Normandy invasion area, and of the upper school with the Protestant Lyceum, an independent college preparatory school in Zeist, near Utrecht, Holland. The fact that the principal of Friends School had visited these three schools and had talked with teachers and pupils in them made the whole project entirely real to pupils here and did something to ensure a lively interest in getting to know better these European schools which had suffered so much during the war.

A year later a visiting student from France, a seventeen-year-old boy, was enrolled in Friends School for the year. Even though he was from Le Havre and not from one of the affiliated schools, he made Europe seem much closer than it had been before. A year later plans were completed for three students for the 1948-1949 school year, two girls from Holland and one from Finland. One of the Dutch girls is from the Lyceum at Zeist. It has been nothing new for the school to have in its membership boys and girls from other lands. During the war the school played host to boys and girls from England and Germany. More recently there have been pupils from France and from Australia. But to have pupils come to this country for the special purpose of spending a year in attendance at Friends School—that was something else again! The experience has meant much to the school already. The time will come, no doubt, when exchanges

can be worked out, but meanwhile these visits, carefully arranged for and wisely guided, have offered a chance to the school to make at least a small contribution to the cause of improved international understanding.

In January 1947 the board of managers of the school, desiring to make proper provision for celebrating the two-hundredth anniversary of its founding, authorized the appointment of a committee on the bicentennial celebration. This general committee consists of Walter A. Dew, Chairman, Frances L. Baird, 1913, Edward P. Bartlett, Anne P. Blake, 1924, David C. Boyer, 1948, Charles W. Bush, 1900, Helen C. Collins, Daniel O. Hastings, Jr., ex-1922, Willard Hill, 1923, Dorothy Hoyle, Wilmot R. Jones, Mary H. Marsh, Loretta C. Mearns, 1949, W. Murray Metten, ex-1921, Charles L. Petze, Jr., ex-1921, and Elizabeth D. Woodward. This group includes persons nominated by the Friends School Alumni Association, the Home and School Association, and the staff, as well as members *ex-officio* from the staff and student association. Sub-committees have been formed and during the 1947-1948 school year plans were formulated by various groups, all pointing toward the celebration on October 22, 23, and 24, 1948.

As Friends School's two-hundredth year drew to a close and preparations for its bicentennial celebration got under way, it was increasingly apparent to those who had a chance to observe the school most closely that its essential character as a *Friends'* school was becoming more and more pronounced. Pupils and parents and alumni, as they come into a clearer realization of what the school stands for today, are increasingly ready to accept with enthusiasm the responsibility for supporting in and through the school the ideals which are the most important part of its tradition. Because this is true, Friends School enters its third century of existence strengthened by the consciousness that it has now, as it has had in the past, a distinctive and continuing obligation to the community of which it has so long been a part.

Appendix A

Members of the School Committee, Later the Board of Managers, from 1874 to July 1948

This list of the members of the school committee, known since 1933 as the board of managers, with their years of service, is included as a record of the association of these men and women with the management of Friends School. They were all appointed by Wilmington Monthly Meeting of the Religious Society of Friends. Only two were, at the time of their appointment, not members in Wilmington. The list is not intended as recognition or reward but is published in order that the names may not be forgotten and that pupils and teachers and patrons of the school may know who these Friends were who built so well.

Ayers, A. Stanley 1935-

Bancroft, Emma C. 1889-1906
*Bancroft, Lucy 1905-1909
Bancroft, William P. 1889-1928
Bartlett, Edward P. 1943-
Bellah, Edward T. 1874-1899
*Blake, Anne P. 1940-
Bond, Joseph A. 1897-1909
Booth, Isabel J. 1928-
Booth, Newlin T. 1928-1943
Bringhurst, Anna R. 1877-c. 1884
Bringhurst, Joseph 1874-c. 1884
Brosius, Lewis W. 1902-1931
Bye, Isabell P. 1899-1923

Canby, Charles 1874-1877
*Chambers, Esther S. 1926-1942
Cleaver, H. Paul 1920-1926
Collins, Arnold M. 1943-
Collins, Helen C. 1938-
Cox, Irving J. 1943-

Dew, Walter A. 1936-1942; on leave of absence, 1942-1946; 1946-
Downing, Frances F. 1899-1929

Eves, Mary K. 1908-1940

Fell, Ezra 1877-1882
Fell, Philena H. 1891-1909
Fell, Sarah M. 1891-1909
Ferris, Anna M. 1885-1890
Ferris, Deborah c. 1874-1896
Ferris, Matilda 1897-1925
Fletcher, Enola C. 1941-1942
Frorer, Isabella J. 1940-

Garrett, Catharine W. 1874-1887
Garrett, Elwood 1874-1910
Gawthrop, J. Newlin 1888-1916
Gawthrop, Rebecca A. 1899-1916
Gawthrop, W. Ralph 1926-1943

Hillegas, Anna M. 1918-1928
*Hollingsworth, Janice S. 1943-1948

Kent, Lindley C. 1882-1916

Lindley, Alva E. 1930-

Maris, Katharine S. 1931-1936
†*Marshall, J. Warren 1938-
Masters, Catharine G. 1888-1889
Mend nhall, Fanny 1906-1921
Mendinhall, John M. 1906-1915; 1936-1939
Miller, George B. 1909-1920; 1922-1935
Miller, Mary G. 1911-1936
*Mode, Herbert C. 1941-1945
Mode, William A. 1917-1929

Oakford, Caroline 1891-1925

Palmer, Emilie W. 1891-1900
Palmer, Wilmer 1915-1917
Petze, Charles L., Jr. 1943-
*Philips, Bertha C. January-October 1909
Philips, Florence H. 1899-1941
Philips, Helen H. 1905-1933
Philips, Jesse W. 1920-1941
Poole, William 1911-1918
Pyle, Gheratien C. 1894-1900
†*Pyle, Lorraine M. 1943-
Pyle, Mary B. 1869-1904

Reinhardt, David J. 1899-1903
Rhoads, Edith C. 1930-1942; 1942-1946
Rhoads, Joseph 1942-
Richardson, Martha A. 1874-1877
Richardson, Sarah S. 1881-1889

Simmons, Howard B. 1948-
Smedley, Arthur C. 1914-1918
Smith, Albert W. 1888-1914
Smith, Elizabeth W. 1874-1893
*Smith, G. Sellers 1921-1944
Smyth, Lucy 1874-1890
Spackman, Alice M. 1921-1928; 1929-1940
Speakman, Allen 1891-1897
Speakman, Priscilla T. 1874-1894
Spencer, Alice F. H. 1928-1929
Stradley, Shermer H. 1926-

Tatnall, Elizabeth R. 1930-1931
Taylor, Edward M. 1902-1906
*Taylor, Franklin 1934-1946
Taylor, Helen M. 1899-1906
Taylor, Mary E. 1909-1934
Thatcher, Mary H. 1888-1906
Thomas, Edith N. T. 1908-1918
Thompson, George R. 1891-1894
Thompson, Walter J. c. 1912-1921
Trump, Helen M. March-April 1891

Watson, Joseph W. H. 1894-1900
Watson, Martha E. 1895-1909
Webb, Laura W. 1891-1926
Winne, Louis A. 1929-1935
Worrell, Mary S. 1874-c. 1884
Worrell, Thomas 1874-1889
Worth, Anna M. 1929-1945
Worth, Edward H. 1935-1944; 1947-
Worth, Helen Gawthrop 1926-

Young, James H. 1943-

*Holder of Friends School diploma

†Member of Hockessin Monthly Meeting

Appendix B

Officers, Teachers, and Secretaries from 1885 to July 1948

This list contains the names of those who have served in a professional capacity, with the years of their connection with the school. It is accurate according to the best records available.

*Adair, Ellen C. G. 1926-1929; 1934-1935
1936-1940
Alexander, Ruth A. 1906-1907
Allen, Marjorie G. 1940-1944
Anderson, Jean 1943-1945
Armstrong, Naomi I. 1920-1921
Aspril, Frances 1907-1914
Auker, Hazel M. 1920-1922

Bach, Anna E. 1879-1887; 1889-1890
*Bach, Barbara C. 1917-1918
*Baird, Frances L. 1923-
Baldwin, Emma W. 1923-1926
Baldwin, Rae Frances 1911-1918
1921-January 1927
Baner, Edith R. 1915-1916
*Baugher, Dorothy A. 1946-
Bean, Margaret E. 1916-1917
Beatty, Gerald A. 1935-1942; 1946-
Beck, Margaret V. November 1930-1934
Bell, Marian 1929-1930
Bibbens, Beatrice F. 1915-1917
Bieley, Miriam O. 1944-1945
Bishop, Eva January-June 1924
Black, Barbara Bell
1933-1941; May-June 1942
Black, M. Roberta 1905-1906
Black, Robert S., Jr. 1937-April 1942
Blackburn, Ellen Morris 1911-1915
1920-1921
Boyden, Lillian E. 1919-1920
Bradley, Henry G. 1931-1932
Branson, Marian P. 1923-1928; 1929-1930
Brickel, William A. 1942-1946
Bringhurst, Ann Walker 1933-1937
1943-1944
Broadhurst, Miriam G. 1923-1925
Broderick, Elsie M. 1904-1910
Brooks, Gertrude E. 1913-1914
Brooks, Robert C., Jr. 1930-January 1931
Broomell, Bertha L. 1899-May 1907
Brough, E. Ambrose October 1897-1898
Brown, Beatrice Pollitt 1939-1941
Brown, Elizabeth G. 1937-1938
Brown, Frances November 1924-
January 1925
Brown, J. Carrington, Jr. 1936-1945
Brubaker, — 1918-1919
Brumbaugh, Roy G. 1912-1913
Buck, Mary H. 1917-1918
Bucknell, Allen K. 1922-1923
Bullman, Eloise 1917-1922
Burch, Dana D. 1942-1946
Burns, Cora S. 1919-1922
*Bush, Charles W. 1922-1935
Bushnell, Charles S., Jr. 1939-1940
Butler, Mary E. 1884-1888
*Bye, Helen M. November 1908-1915
Byram, Inez C. 1931-

Cadwallader, Marie L.
September-December 1923
Cameron, Elizabeth P. 1944-1945
1946-
Campbell, Edna 1924-1925
Campbell, Elsie Virginia 1913-1915
Carey, E. Fenton 1938-1942
Carey, Emma A. 1894-1897
Carhart, Grace November 1916-1918
Carr, Emily 1937-1938
Chambers, Emma S. 1894-1895
Cheyney, Florence A. 1915-1916
Clark, Katharine H. 1891-1893
Clement, Allen B. 1892-1893; 1894-1899
Clinch, Dorothy 1922-1924
Coleman, Ethel C.
September-December 1929
*Collins, Rebecca H. 1916-1917
*Conly, Elizabeth 1887-1888
Conover, G. Kenneth
November 1945-1947
Conrad, Helen D. 1921-1924
Cookman, Charles H. 1896-1898
Cooper, Ruth W. 1918-1920
Coulter, Inez V. 1926-1928
Coulter, Vera 1912-1913
Cox, Alfred D., Jr. 1944-1946
Craig, Robert S. 1939-1940
Crawford, Annestine 1923-1925
Crew, Caroline L. 1889-1915
Crites, Jesse W. 1908-1910
Culver, Anne T. 1937-1938

*Dare, Ruth E. 1933-1936
Dattan, Ursula 1912-1914
*Davidson, Bernice E. 1910-1916
Davidson, Geraldine 1936-1937
Davis, Lawrence A. 1913-February 1915
Davison, Margaret Campbell 1940-1946
Delaplaine, Roy W. 1913-1916
Demarest, Katharine 1910-1915
Dempster, Clarence A.
1905-February 1908
DeNoyer, Marian L. 1935-1936
Dernowski, Frances T.
December 1947-
Detwiler, Herbert S. 1919-
Dewees, Thomas A. 1938-1939
Dewsnap, Clara G. 1930-1945
de Zwohl, E. November 1893-1894
Doan, Enos L. 1885-1899
Dorn, Albert J. 1918-1920
Dowell, Isabel W. 1909-1913
Draper, L. Olive P. 1943-1948
Drew, Caroline B. 1903-1905
DuBois, May December 1907-1908
Dummig, Caroline J. 1888-1897

*Eastburn, Iola Kay 1889-1890
Eberley, — 1916-February 1917
Edgar, Robert W. 1942-1945
Edwards, Charles L. 1940-1942; 1945-1947
Edwards, Helen F. 1943-
Egbert, J. Evelyn 1897-1902
Ellis, Eugene W. 1920-1922; 1923-1926
England, Barbara H. 1945-1946
Entrekin, Alice 1929-1931
*Eves, William, 3rd
November-December 1917

Eyer, Morris E. February-June 1918

Fair, Lois M. 1918-1919
Fawcett, Lois February 1917-1918
Findlay, Christine M. 1928-1929
*Finn, Mary E. 1946-1948
Fitzwater, Adah 1930-1933
Fluck, F. Fay 1925-1928
Fraser, Virginia Simmons 1935-1946
Freese, Ambrose September 1917-January 1918
Friedmann, Karl B. 1926-1928
*Frorer, Harriet L. 1945-1946

Garrigues, Ruth M. 1920-1927
Gaumer, Elizabeth Dilworth 1937-1939
Gawthrop, Emma 1889-1891
Gerhard, Elizabeth H. February-June 1932
*Gibson, Mary Northcutt 1944-1945
Giessler, Fritz 1938-1947
Gifford, Anna F. 1910-1919
Gilliam, Doris E. 1944-1945
Gingrich, Herman F. 1916-November 1917
Gloor, Ruth Kelsay 1928-1935
*Glover, Anne 1945-
*Golding, Carolyn E. 1910-1911
*Golding, Mabel R. 1910-1911
Gordon, George W. 1899-1901
Gottshall, Aaron E. 1915-October 1917
Gray, Ernest L. 1920-May 1921
Gray, Winifred 1917-1920
Green, Isabel C. 1938-1940
Griest, Mary E. 1893-1894
Grove, Sara Turner 1943-March 1946
Groves, Efel M. 1909-1910
Guthrie, Mattie J. 1927-1928; 1930-1933

Haight, Frances M. 1923-1926
Hailman, Elizabeth E. 1887-1888
Haines, Anne S. 1912-1915
Haines, E. Marian 1922-1925
Haines, E. Vesta 1925-1929
Haines, Gertrude M. 1925-1927
Hamann, Edith K. 1928-1943
Hamilton, Sara E. 1902-1904
Hamm, Eleanor 1945-
Hamm, Judith C. January-June 1924
Hammitt, Clawson S. January 1888-1915
Hammond, Dorothy 1924-1925
Hanf, Marjorie E. 1940-February 1941
Harlan, Mary 1889-1890
Hasskarl, Frederick 1925-1926
Haviland, Dorothy H. 1913-1917
Hawkins, Dora E. February-June 1943
*Henderer, Ellen C. January 1934-1940
Hess, William L. 1918-January 1919
Hewes, Anna M. 1889-1897
Hewes, Mary 1891-1892
Hillborn, Helen R. 1900-1903
Hinkel, Ruth C. 1929-1930
Holmes, Frances R. 1919-1921
Holtz, Ruth E. November 1918-1919
Hoopes, Mary J. 1886-1903
Hough, Eleanor M. September-December 1916
Howeth, Leonard L. 1925-1927
Hoyle, Dorothy 1945-
Hubbard, Edith P. 1907-1936
Hudson, Margaret 1919-1920
Huey, Elizabeth February 1927-1930
Hughes, Alan M. 1942-
Hunt, Martha E. 1930-1934
Hunt, Robert F. 1910-February 1911
Hyde, Gladys A. 1917-1921

Ingersoll, Susan Crook 1935-1944

Jack, M. Gail 1900-1904
Jackson, C. R. H. 1896-1898
*Jackson, Esther Seaman 1939-February 1940
James, Bertha C. 1907-1908
James, Lillian 1915-1917
Jameson, Myra J. November 1920-1922
Johnson, Anna Mary November 1889-1893; 1894-1900
Johnson, Floyd P. 1902-1917
Johnson, Isaac T. 1881-1898
Jones, Clara Locke 1920-1926
Jones, Elizabeth S. November 1932-1937
Jones, Wilmot R. 1935-

Keen, Ida P. 1914-March 1918
Keene, J. Hershey 1945-
Keith, Hazel A. 1918-1922
Keithley, Nellie 1936-1937
Kelley, Susanne H. 1927-December 1928
Kern, John 1904-1905
Kimball, Elizabeth M. 1945-1948
Kimball, Lida M. 1895-November 1899
Kimes, Carroll S. 1931-1937
Kindig, Sadie H. 1909-1910
Kinsman, Alice 1934-January 1935
Kishbach, Charlotte R. 1925-1926
Kistler, Adessa F. 1909-1911
Koehler, Ruth P. 1921-1923
Kohler, Margaret October 1917-1918
Kurtz, Frieda 1924-1925

Laffey, Mary Jane Porter 1936-1942
Lamberton, Mary 1945-
Larned, Dorothy E. 1918-1919
Larson, B. Marie 1921-1922
Latshaw, Allen 1943-1944
*Lauritsen, I. Fay 1898-1902
Laux, Ida M. 1942-1943 (two months) 1940-1941
LeCompte, Augusta 1886-1888
*Lee, Mary B. November 1899-1900
*LeFevre, Elizabeth S. 1905-1909
Leigh, Martha R. 1918-1921
Lewis, Iva Wood 1910-1912; 1926-1927
Lewis, Olive F. R. H. 1942-1943
Lindsay, George L. October-December 1917
Lippincott, Elizabeth H. 1905-1910
*Livingston, Elizabeth Murch 1941-1943
Loomis, Ann D. 1943-1946
Loomis, Herschel H. 1928-1942
Lowther, Hugh S. 1901-1902
Lyman, Jane R. 1942-1943
Lyne, Nancy M. 1929-1938

*Macadam, Freda C. November 1930-1931
MacElree, Helen 1922-1923
MacMullan, Grace E. January 1929-1930
Magill, Gertrude B. 1888-1890
Mannakee, Nathan H. 1902-1904
Marot, Mary S. 1885-March 1891
Martin, Anna L. 1904-1907
Mason, Florence R. 1945-1946
Masters, Katharine W. 1912-1915
Maston, Sue P. 1941-1943
McConaughy, Mary W. 1938-1945
McCoubrie, Betty 1942-1943
McFarland, Rozetta 1915-October 1918
McGee, Annabel E. 1944-1946
McMullin, Mabel October 1912-1913
Meigs, Elizabeth 1936-1937
Merrick, Ella 1892-1893
*Metten, Elizabeth J. 1930-1933
Miller, Ella M. 1920-1921
Miller, Mary F. 1922-1926
Miller, Wallace E. 1946-
*Mode, Katherine 1925-1929
Moody, Margaret J. 1915-1917
Morgan, Esther M. 1938-1939
Mulford, Ward S. 1910-1911
Myers, — October-December 1908

Nash, Duane H., III 1945-
Nauman, Estelle Smith 1940-1943
Nellis, Edward G. January 1918-1920
Newbury, Maude C. 1912-1913

Nickerson, Martha T. 1913-1919
Norris, Herschel A. 1898-1923

Ornston, Leonora M. 1930-1933
Otto, Heinz J. 1947-

Palmer, Linda B. March 1891-1892
Pascoe, Ruth M. 1915-1916
Passmore, Luella January 1891-1892
Passmore, Mary B. 1928-
Passmore, Nancy Deane 1930-1935
Paxson, Elizabeth C. 1921-1924
Pearce, Winifred February-June 1904
Pendexter, Hugh, III 1947-
Pennell, Elinor G. 1943-1944
Penny, Lucie C.
October 1915-November 1921
Penrod, Mable A. 1921-1932
Perrott, Josephine D.
January-October 1893
*Philips, Caroline 1922-
Philips, Helen R. 1934-1935
Philips, Lydia H. 1940-
Phillips, Ruth E. 1919-1922
Phillips, Wilbur W. 1941-1943
Pierce, George A. 1904-1905
Pierce, J. Jackson January 1888-1889
Pogle, Frances H. 1896-1900
Pollison, William E. 1893-1896
Pomeroy, Emily D. 1921-1923
Postles, Lillian L. 1924-1925
Potter, Philip 1935-1942
Powick, — 1909-1910
Pusey, Ruth H. 1926-
Pyle, Emma T. 1884-1886
Pyle, Francis C. 1902-1904
*Pyle, Juliet M. 1932-1938
Pyle, Mary W. 1897-1912; 1919-1923

Quartz, Mildred L. 1919-1920

Reagan, Alta Mary 1936-1937
Reeser, Erna Pfeiffer
1927-1930; 1933-1934
Reeser, George C. 1929-
Reinhardt, Anna M. 1896-1897
Reinhardt, David J. 1889-1895
Reynolds, Ethel E. 1933-1942
Rhoads, Caroline P. 1922-1923
Rhoads, Grace E. 1925-1927
Rinehart, Minnie G. November 1917-1920
Rishel, Evelyn Lauer 1932-1935
Rittenhouse, Jane A. 1947-
Robb, N. Rebecca 1894-1897
Robinson, Rachel
October-December 1907
Ross, Chester H. 1908-1913
Ross, Isabelle W. 1917-1918
Runyon, William H. 1889-1891
Russell, Ruby June 1946-1947

Sachs, Martha E. 1942-
Savery, Edward W. 1946-
Sawyer, Guy E. 1943-
Schultz, Richard 1923-1924
Sellers, Marjorie C. 1925-1926
Sensenig, Elizabeth A. 1903-1912
Shaw, Mayna 1918-1919
Shurtleff, Mertice B. 1917-1921
Shuster, Elizabeth P. 1929-1931
Silver, Arthur 1927-1929
Simons, Katherine 1929-1930
Smith, Estella H. February 1925-1927
Smith, Etheleen Lesure 1921-1947
Smith, Hazel L. 1943-1945
Smith, Mary E. 1944-1948
Smith, Paul E., Jr. 1937-1940
Snowden, Eleanor 1915-1916
Sparks, Marguerite S.
1922-February 1925
*Speakman, Helen W. 1923-1940
Spooner, Helen F. 1920-1922
Stanley, Elona G. 1914-1921
Stevenson, Eugene H. 1922-1924
Stewart, F. E. 1889-1891
Stewart, Hazel 1914-1915
Stewart, Margaret C.
February-June 1934
Stone, Lillie H. 1893-1895
Stoner, — 1924-1925
Sweney, Lydia B.
February 1928-November 1930
Swientochowski, John 1947-

Tatnall, Martha M. 1941-1942
Taylor, Eva 1905-1907
Taylor, Levi S. 1898-1902
Taylor, Mary A. 1902-1911
Taylor, Reba 1903-1905
Taylor, Warren S. 1921-1922
Teeters, Dorothy W. 1939-1940
Thatcher, — March 1905-1908
Thomas, Dean K. 1946-1947
Thomas, Elsie C. 1906-1912
Todd, Alden 1940-1942
Trump, Anna H.
September-December 1887
Turner, Edith I. 1920-1921
Turner, Ella M. 1883-1887

Vedder, Marion 1913-February 1917
Vincent, Dorothye P. 1936-February 1937
February-June 1939
Vincenti, Sara White 1932-1943
Vyner, Louis 1937-1940

Wagenhurst, Bertha B.
1941-February 1942
Wallace, Mary F. 1888-1889
Walton, George A. 1904-1906
Walton, Hester C. 1938-1943
Walton, J. Barnard 1905-1906
Warfield, Kathryn J. 1944-
Webb, George W., Jr., 1947-
Wentz, Bessie January-June 1901
Wheeler, Charlotte 1942-1943
White, Miriam E. 1944-
White, William C. 1924-1927
Whiteman, Beulah October 1907-1908
Whitford, Louise J. 1916-1920
Whitson, Martha 1890-1896
Whitson, Mary
September-December 1900
Whittaker, Philip N. 1940-1941
Wilde, Ruth E. 1912-1921
Willard, Josephine 1906-1907
Williams, Alice M. 1894-1895
Willits, Mary 1887-1894
Wilson, Laura J. 1926-November 1932
Winne, Margaret E. 1937-1940
Woodall, Justine P. 1934-
Woods, Constance 1919-1920
Woods, Mary Taylor 1922-1923
*Woodward, Eleanor Spear 1923-1924
1935-
Woodward, Elizabeth D.
January 1930-
Worth, Elizabeth T. 1943-1945
Wrasse, Jane B. 1941-1944
Wright, I. Alice 1923-
Wright, Jean G. 1919-1923
Wright, Mabel C. February-June 1904

Yerkes, Laura A. 1892-1926
Young, Evelyn Gane 1926-1933

*Holder of Friends School diploma

Arthur Harmon had the distinction of driving the first "school wagon" for boys and girls of the primary grades.

By 1916 Arthur Harmon had been promoted to a motor-driven vehicle, shown here at the entrance of the old school building.

The bus of 1948 represented another era in transportation; bus service was especially important after the move to Alapocas.

Both boys and girls enjoy working in the art room, often on projects related to work in other fields besides fine arts.

Kindergarten pupils in 1948 had their own special playground east of the school building.

Appendix C

Some Facts About Friends School Alumni

Early in 1948 the history committee mailed a questionnaire to more than 1200 alumni whose names were then on the alumni association's mailing list. The committee's purpose was to find out what 840 living graduates and 375 non-graduates had done since leaving school. By the time the answers were summarized 614 replies had been received: 447 from graduates and 167 from non-graduates. Thus more than half the holders of diplomas and certificates and more than 44% of the others had been heard from. This can hardly be regarded as a scientific sampling since many had eliminated themselves by failing to return their sheets. The results have general interest, therefore, rather than statistical importance.

The replies were carefully tabulated by Elisabeth Kruse Switzer, 1913. She furnished the committee with an abundance of figures and facts, from which certain items were selected for presentation here. All percentages are approximate only and many details have been omitted.

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1. *Marriage and Children:* Of the graduates reporting (including 73 who were still in college), 61% were married or had been married. For the non-graduates (with 16 still in college) the figure was 74%. Five out of the group of 614 reported themselves as divorced or separated. The average number of children mentioned was slightly less than two per married alumnus. This figure has little real significance in itself, since there was a heavy preponderance of replies (244 graduates out of 447) from the group of those who had been graduated since 1929. These recent graduates may safely be assumed to include many who will still add to the size of their families.

2. *Present Geographical Distribution:* It will be no surprise to anyone to learn that 303 of the graduates and 107 of the non-graduates reported Delaware as the state of their residence. Pennsylvania was claimed as a residence by 65 from the combined groups and 26 states and two foreign countries were represented in the returns.

3. *College Connections:* The method of tabulating the questionnaires did not make it possible to determine easily how

many alumni had attended four-year colleges, universities and technical schools. Some had attended more than one, of course, especially during the war years. But 81 different colleges, beginning with Amherst and ending with Yale, were mentioned by graduates in connection with their undergraduate work; six others were mentioned only by non-graduates of Friends School, to make a total of 87 institutions. Undergraduate connections to the number of 419 were reported by the former group and 108 by the latter.

Where did most of the graduates go? Among the men's colleges, including institutions which are *chiefly* for men, Princeton leads in numbers, closely followed by Cornell, Haverford, Massachusetts Institute of Technology, Yale, the University of Pennsylvania and Lehigh; Dartmouth, Harvard and Virginia were also mentioned prominently. The women's colleges most frequently reported were: first, Wellesley; then Smith, Mount Holyoke, Connecticut, Vassar, Wilson and Bryn Mawr. Among co-educational institutions the University of Delaware (including the former Women's College and Delaware College) led, Swarthmore came next and Bucknell, third. The results from the questionnaires indicate the extent to which college choices have tended to vary from decade to decade; the picture for the last ten years differs in important respects from that for the early 1900's.

Thirty-seven graduates and twenty-three non-graduates reported having attended one or another of more than a score of institutions offering specific vocational training. Beacom College, Goldey College and the Illman School (now part of the University of Pennsylvania) had the largest following in this category. Junior colleges are a comparatively recent educational development. Twenty-nine graduates and five non-graduates of Friends School reported connections with nineteen different junior colleges, Bradford being the institution most frequently named.

4. *College Degrees:* It will be recalled that 73 of the 447 graduates of Friends School who replied to the questionnaire were still in college at the time they answered. Of the other 374, 248 (more than 66%) reported having earned a bachelor's degree. It is pointed out that this is not just 66% of those who entered college but of the whole group of Friends School graduates. The committee understands that the proportion now entering four-year colleges is about three in every four. Sixteen of the 167 non-graduates who replied reported themselves still in college. Almost exactly 33% of the 151 others indicated that they had earned a bachelor's degree.

Among Friends School diploma-holders the bachelor of arts degree was favored almost two-to-one over the bachelor's degree in science. The non-graduate group reported an almost even division between the B.A. and the B.S.

5. *Graduate Degrees of Alumni:* Graduates of the school reported a total of 106 advanced degrees, taken in 34 different institutions, of which nine are in England or on the Continent. Non-graduates mentioned nine additional advanced degrees. Obviously this does not represent accurately the number of Friends School alumni who have taken courses at the graduate level; it does, however, indicate widespread participation in graduate work. The M.A. was the degree most often reported, along with the LL.B., the M.D. and the Ph.D. Nine doctors of philosophy were among those who replied to the questionnaire in time to have their returns counted.

6. *Present Occupations:* The history committee was impressed with the wide variety of vocations reported by alumni, only eight of whom reported that they had "no job." Seventy-seven different occupations were mentioned by graduates alone; the non-graduates claimed most of these also and added fifteen others of their own. For the sake of brevity it was necessary to limit the report on this topic to the group of 447 graduates.

"House-wife" was the vocation of 109 individuals—not an undue proportion surely for alumni of a co-educational school! Some of these housewives also had other regular jobs and there were a few other duplications (twenty-nine in all). Seventy-three graduates were still in college. Two hundred and ninety-eight others reported on their occupations. These are grouped here as either "Professional" or "Business." Only the main categories are included:

Professional	*No.*	*Business*	*No.*
Education	32	Management	30
Engineering	26	Merchandising	11
Secretarial and Clerical	20	Sales Service	11
Chemistry, including Research	14	Industrial Sales	10
Law	12	Manufacturing	10
Medicine	11	Banking and Investments	8
Editing and Publishing	7	Insurance	7
Social Service	6	Real Estate	5
Laboratory Work	6	Farming	4
Writing	6	Purchasing	4
All others	33	All others	25
Totals	173		125

7. *Public Service Rendered by Alumni:* It is not possible to evaluate quantitatively the public service rendered by Friends

School alumni. They have held offices of public trust covering a wide range of activities. The list includes schoolboard members, town commissioners, an associate resident judge, a mayor, a city councilman, a town treasurer, a director of public safety, an attorney-general, a magistrate and others in similar positions, either elective or appointive. Many graduates reported membership on trustee boards of charitable or educational institutions. The eleven non-graduates who furnished information on this subject presented imposing lists of their activities *pro bono publico,* both men and women being involved in these service activities.

Twenty-four graduates and eleven non-graduates reported having been in the military service of their country in World War I. Eighty-three graduates and twenty-three non-graduates mentioned their military service in World War II. This figure represents rather less than half the names of those who actually participated, for the school records show that 245 graduates and former pupils were in service between 1941 and 1945.

The history committee is grateful to the more than six hundred alumni who furnished the information on which to base this brief résumé of the achievements and activities of former Friends School pupils. Within the limits stated above, these data have significance as an indication that Friends School alumni have made real contributions in the world of which they are a part.

Appendix D

Pupil Organizations (1947-1948)

During the period of the school's life after 1884, pupil organizations played an increasingly prominent part in the program of the school. They were the means through which all pupils had an opportunity to participate in a considerable variety of activities and to share in the management of them. A number of these organizations are mentioned in the text; for the sake of posterity, however, it is appropriate that some record be made of the groups existing in 1947-1948.

All classes beginning with the third grade, were organized as class clubs, with regularly elected officers; their treasurers all had checking accounts in the pupil activities bank, where they deposited their money. These class clubs transacted all business involving their respective groups, organizing committees for special purposes. Publication of the *Alapocas Album* was traditionally one of the important projects of sixth grade which put out this mimeographed magazine twice during the year; the upper middle class, with its "junior prom" given in honor of the seniors, was always money-minded, raising most of its funds through the sale of candy and food at home athletic contests. Officers in all grades except the senior class changed at least twice yearly.

The lower school was proud of its Friends School Club, which included all members of grades three through six and which met at least once a month. There was a council to assist the four officers, two class representatives being chosen from each grade. Standing committees were appointed to cover boys' athletics, girls' athletics, welfare, meeting for worship and assembly.

By 1948 the Junior High School Club was nearly ten years old. It had been formed originally to give grades seven, eight and nine an opportunity to organize their own activities and to take responsibility for themselves. The club had an elected executive committee, a welfare committee, and a very active social committee; like the class clubs, it collected its own dues, receiving no subsidy from the school budget.

Other activities in upper school were all grouped under the Friends School Students' Association, of which all pupils in the six upper grades were members. In it were merged the Whittier

Literary Society, the Friends School Athletic Association and *Whittier Miscellany*. These three groups had pooled their interests in 1944; the Whittier Society had become the Whittier Council; the "A.A.," the Athletic Council; the magazine, originally the child of the Whittier Society, had kept its name; and the Service Council had been added, to have charge of all service activities, both within the school and outside in the community. These four groups all derived their authority from the student association, to which they reported monthly. Curiously enough the association itself had no treasury, all funds for the support of the four representative organizations coming directly from the school budget, except as a group might undertake to arrange its own method of financing a special project.

The Whittier Council, heir to the mantle of the ancient literary society, carried on a variety of non-athletic activities and was often accused, probably unjustly, of having a "power complex." It appointed the Activities Committee, the Affiliation Committee, the Committee on Lighting and Sound, the Social Committee and the Worship Committee. All these groups were standing committees, meeting weekly and reporting to the parent organization each month. The Ushers Committee also played an important role, its members serving during their entire upper middle year. Play selection and production for the Whittier play was another important function in which pupils participated through Whittier Council committees and sub-committees.

The Athletic Council had at least two elected representatives from each grade of the upper school. It encouraged sports participation and attendance at games, worked with the coaches on training rules and the enforcement of them, awarded letters, saw that visiting teams were looked after and carried on other appropriate activities. This council had the largest budget of any pupil organization. Teams were organized in football, field hockey, basketball, baseball, softball and tennis; there was an informal soccer squad which played several games as well. Progressive insignia for game participation were awarded to boys and girls of the younger age-groups, numerals and letters for participation on first, second and third teams. Special emblems were awarded to cheerleaders and to managers and assistants. Certificates went at the end of the year to all winners of major awards.

The *Whittier Miscellany,* with an elected editor-in-chief and business manager, carried on its operations with a staff of twenty. Friends School had experimented briefly in the late twenties with a senior yearbook. This was found to be too elaborate an undertaking for so small a school; in 1948, as in pre-

vious years, the *Miscellany* staff, with the help of a special committee of seniors, published a special yearbook issue, its third number of the year. The *Miscellany* had had, in other years, various other competitors besides the yearbook: *The Weekly Wag, The Squall,* the *Junior High News* and *The Blue and White* all were active at one time or another. None flourished for long, however. In 1948 there was talk of emphasizing to a greater extent the news aspect of the *Miscellany's* operations but nothing concrete was done, beyond making some tentative plans for publishing a handbook of pupil organizations.

The Service Council was the most recent development among upper school pupil organizations. In the bicentennial year it was adding greatly to its prestige. Pupils and staff members were coming more and more to look to this council for leadership and direction in connection with work which they did in helping with various problems of school maintenance, especially on the grounds and in the lunchroom, in meeting and caring for school guests and in a variety of other ways. The standing Community Service Committee carried on its original functions of managing the school community chest and entered new fields of service outside the school, including co-operative projects in connection with various social agencies. An increasing number of pupils were becoming interested in volunteer service under auspices other than those of the school; much of the credit for this growth belonged properly to the Service Council and its advisers.

The extensive program of school activities, only the outlines of which have been sketched above, was one of the salient features of the school in 1948. It offered opportunities for pupils to exercise leadership under the guidance of teacher-advisers who sought to advise without dominating and who reminded pupils that privilege and responsibility must go hand in hand. The program was examined from time to time, to be sure that the structure of participation was not too elaborate, as often it seemed, even to insiders. But pupils were reluctant to eliminate activities, even when it was pointed out that only if pupils were genuinely interested and ready to contribute something of themselves could the continuance of any activity be justified. This was certainly not student government (though they did much directing of themselves and of each other) but it was pupil participation in a form which challenged many to do their best; it almost certainly was contributing something important to the development of these boys and girls in helping them understand what it meant to be a responsible citizen.

Appendix E

Pupils Enrolled in Friends School (1885 to June 1948)

For purposes of comparison and as an historical record the enrollment of the school at intervals beginning in 1879, was:

Year	*Number of Pupils*	*Year*	*Number of Pupils*
1879	95	1915	297
1881	47	1920	347
1885	184	1925	303
1890	245	1930	354
1895	258	1935	339
1900	190	1940	359
1905	281	1945	393
1910	307	1948	388

This list of pupils contains 4143 names. Nine hundred and fifty-five received diplomas, fifty-four college and special certificates, and fifteen kindergarten training certificates. Two received service diplomas, awarded to boys who entered military service before graduation. Members of these groups are designated as follows:

** Friends School diploma.
* College certificate.
† Special certificate.
‡ Kindergarten training certificate.
§ Service diploma.

Names are given as they appeared on the school roster, nicknames being used when given names are not known.

Abrams, Donald H.
Abrams, Richard J.
Abrams, William S.
Abson, C. M. Ross
Adair, Craig
**Adair, Elizabeth
**Adair, Ellen C. G.
Adair, Julian
**Adams, Elizabeth I.
**Adams, Helen C.
**Adams, James F., Jr.
Adams, Louis M. G.
Ahrens, Paul H.
Aiken, Wilhelmina M.
Aikman, Everett Malcolm, Jr.
Ainscow, Marian
Akerman, S. Howard
Albro, George
Albro, Lois
Alexander, Brooke
Alexander, Claire L.
*Alexander, I. Hope
Allemann, Eric
Allemann, Frank
Allen, Anne M.
Allen, Bessie
**Allen, C. Layton
Allen, Chase
Allen, Deborah S.
**Allen, George B.
Allen, Gwenith R.
**Allen, Jane Y.
**Allen, Joan
Allen, Layton S.
**Allen, Olin S., 2nd
Allen, Richard H.
Allison, Celia F.
Allison, Peter H.
Almquist, John A.
Alsenser, Helen
Altmaier, Donald W.
Altmaier, Robert F.
Ames, Patricia C.
Ames, Virginia M.
Anderson, Carl
Anderson, Dorothy
**Anderson, Frederick H.
Anderson, George R.
‡Anderson, Isabella D.
Anderson, Nellie
Andrews, Virginia R.
Angerstein, Albert
Annand, John W.
Armentrout, Doris
Armor, Walter
Archer, Anna
Armstrong, Addie
Armstrong, Alfred
Armstrong, Emma J.
Armstrong, William
Arnold, Charles T.
**Arthos, John
Arthos, Mary
Ash, Bessie M.
Ash, Helen G.
Ashbrook, Carmen
Ashbrook, Catharine S.
Ashbrook, Helen M.
Ashbrook, Naudain
**Attix, C. Thomas, Jr.
Attix, Emily Patricia
**Attix, J. Mark
Atwood, Ann B.
Atwood, Philo

**Austin, Ruth B.
Austin, William B.
Auten, Elizabeth
Avery, L. Marian
Aydelotte, Charles J., Jr.
Ayres, Donald K.

Bacchus, Carol
Bacchus, Jean
Bacchus, Thomas
**Bach, Barbara C.
**Bach, Ethel E.
**Bach, Winifred S.
Bacon, Annette
Bacon, Grace V.
Bacon, Victor H.
Bacon, Virginia K.
Bahar, Sylvia S.
Bailey, Arthur C.
**Bailey, Carolyn V.
Bailey, Edgar
Bailey, Elizabeth
**Bailey, Frances E.
Bailey, Gretchen C.
Bailey, J. Ralph
Bailey, J. Walter
Bailey, Joseph H., Jr.
Bailey, Josephine
**Bailey, M. Mabel
Bailey, Peter G.
**Bailey, Randle C.
Bailey, Vera A.
Baily, R. Miller
**Baird, Frances L.
Baird, Grace
Baird, Mabel
Baker, Houston
Baker, Janet E.
Baker, John Frederick
Baker, Margaret
Baker, Marian P.
**Baker, Mary Elizabeth
Baker, Richard R.
Baker, Thomas B.
**Balch, Franklin L.
Baldwin, Erskine
Baldwin, Florence
Baldwin, Grant J.
Baldwin, Helen
Baldwin, Lindley
Baldwin, Mary G.
Baldwin, Richard L.
**Baldwin, William H.
Ball, Dorothy
**Ball, F. Ethel
Ball, Frances
Ball, L. Heisler
Ball, Robert Markham
Ballard, Barbe W.
**Bancroft, Edward
**Bancroft, Frederika H.
Bancroft, J. Sellers, Jr.
Bancroft, John
Bancroft, Joseph
**Bancroft, Lucy
Bancroft, Margaret
Bancroft, Mary
**Bancroft, Sarah
Bancroft, Wilfred
Bane, Olive
**Banghart, Byron D.
Bangs, Anne O.
Bannard, William Newell
Banning, Henry
Banning, James
Bardo, Edward C.
*Barker, LeBaron R.
Barker, Mary
Barker, Katie D.
Barnard, Katherine
Barnes, Herbert L.
Barnett, Marian
Barnhill, George
Barnhill, Glenn P.
Barnhill, James
Barr, Evelyn
**Barr, Meta H.
Barr, William, Jr.
Barry, Eleanor E.
Barry, Helen
Bartleson, Thomas
**Bartlett, Diantha E.
Barton, C. Marshall, Jr.
Bashore, Elizabeth Anne
Bashore, S. Frederick W.
Bassett, Linn
Bastian, Ethel
**Bastian, Joseph W., Jr.
Battaile, Elizabeth
**Baugher, Dorothy A.
Baum, Chester
Baumgartner,
Alexander M.
Baxter, Helen
Baxter, Jennie
Baxter, John
Baxter, William
Bayard, Alexis
Bayard, James A.
Baylies, Lester
Baylis, Jesse K.
Baynard, Beatrice F.
Baynard, Eva R.
Baynard, Nettie
*Beadenkopf, C. Glen
Beadenkopf, Clarence B.
Beadenkopf, Grace
Beadenkopf, Helen
**Beadenkopf, Marion
**Beadle, Elizabeth O.
**Beadle, Spofford J.
Beardslee, Eleanor F.
Beardslee, Francis
Beaston, Helen
Beatty, Catherine I.
Beatty, Sally A.
Beauchamp, Theodore, Jr.
**Bechtel, Dorothea
**Bechtel, Frank, Jr.
**Bechtel, John G.
Beck, John
Beck, William W., Jr.
Beckett, George
Beckley, Oliver C.
**Beckwith, Gertrude
Beebe, Henry
**Beecher, Mabel
**Beecher, Philomena
Beegan, Alma
Beekley, John S., Jr.
Beetem, Alice
Beetem, Frank G.
Beetem, Mary R.
**Bell, Anne W. W.
Bell, Harry
Bell, Robert
Bellah, J. Warner
Bellah, Robert G.
†Bellanca, August T.
**Bendheim, Lee K.
Benger, Ernest S.
**Benner, Claude L.
Bennett, Frederick
Benson, Catherine
Benson, Helen L.
Benson, Leila
Benson, Paul
Benson, Wilmon H.
**Bent, Emily A.
**Bent, Franklin N.
Bentley, Harvey
Benton, Mabel L.
**Benzel, Charles F., Jr.
Benzel, John E.
Benzet, William
Berghaus, Clayton
Berghaus, V. Hummel
**Bergman, William M., 3rd
**Berl, Carolyn H.
**Berl, C. Waggaman, II
Berl, E. Ennalls, 2nd
Berl, Floyd J.
Berl, Floyd Josephine
**Berl, Henry S.
Berl, Marie
**Berl, Marie T.
Berl, Waggaman
Berl, William
**Berlin, Lillian S.
Berman, Marian
Bernstein, Helene
Bernstein, Theodore
Berry, Mabel
Berry, Robert C.
Bertolette, Helen
Bertolette, Marion
Bertun, Knut M. R.
**Betts, Edith T.
Betts, Edward
Betts, Eleanor
Betts, Marion
**Betts, Mary S.
Betts, Mildred
**Betty, George L.
**Betty, James C.
Biddle, Albert
Biddle, Lillie P.
Biddle, Lucy G.
**Biddle, Osborne T.
**Biesterfeld, Doris E.
**Biesterfeld, Elaine M.
**Biesterfeld, Lenore M.
Biesterfeld, Marian L.
Bigelow, Martha L.
**Biggs, Anna R.
**Biggs, Charles R.
**Biggs, Franklin B.
Biggs, John
**§Biggs, John, III
**Biggs, Sewell C.
Biles, Helen
**Billing, Sarah Jane
Bird, Charles D.
Bird, Henry L.
Bird, John B.
Bird, Robert
Bird, Samuel B.
Bird, S. Bancroft, Jr.
**Bispham, Edward K., III
Bispham, Harry A., 2nd
Bissell, Alfred
**Bissell, George P., Jr.
Bize, Jules
**Black, Helen G.
Black, Willard
Blake, Judith W.
Blake, Michael H.
Blake, William R.
Blanchard, Thomas W.
Blanken, Elizabeth C.
Blickle, William
Bliss, Lawrence
Bliss, Preston
**Bliss, Robert
Blomquist, Raymond M.
Bloomsburg, H. B.
Bloomsburg, Mervin S.
Bluhm, Clara A.
Bockius, George
Bockius, Logan
Bohlman, Joy E.
Bohlman, Philip G.
Bohner, Kathryn Ann
Bond, Alice
**Bond, Helen G.
Bond, Richard W.
Bond, Samuel C.
**Bond, William V., 2nd
Bond, Willie
Bonnaffon, Virginia
Bonsall, Frances
Bonsall, Mildred

**Booker, Armistead P.
Booker, Dorothy
Booker, Elaine
Booker, Homer
**Booker, Janice E.
**Booker, Julian H.
**Booker, Lewis, Jr.
**Booker, Marjorie L.
Booker, Ruth E.
Boone, Henry
Boone, Wilmot
Bootes, Harry Van D.
Booth, Barbara S.
Booth, Charles J.
Booth, Ethel
**Booth, Marie E.
Booth, Newlin T., Jr.
Bothwell, James
Bovne, Anita
Bowdle, James F.
Bowdle, Priscilla H.
Bowe, Helen
Bowen, Thomas J., Jr.
Bowers, Helen E.
Bowser, Henry
Bowser, Robert
Boyce, Belinda
Boyce, Elizabeth
Boyce, Frederick H.
Boyce, James I.
Boyce, Sallie
Boyce, Upton
Boyce, William
(entered 1919)
Boyce, William
(entered 1931)
**Boyd, Elizabeth A.
Boyd, Martha R.
Boyd, W. Robert
**Boyer, David C.
**Boyer, John W., Jr.
Boynton, Delano
Boynton, Delano King, Jr.
**Boynton, Eldred T.
**Boyt, John E.
**Boyt, Priscilla G.
*Bradfield, Edna T.
Bradfield, Martha M.
Bradford, Edward C.
Bradford, Edward G., Jr.
Bradford, John
Bradford, Katherine M.
Bradford, Marian D.
Bradford, Robert P.
Bradford, Thomas
**Bradley, Alice P.
Bradley, Elisabeth H.
**Bradley, J. Roy, Jr.
Bradley, Susan G.
**Bradshaw, C. Evelyn
**Bradshaw, James S.
Bradshaw, Leonard
Bradway, Hannah B.
Bramble, Marjory P.
Bramble, Ruth W.
Brannon, Howard T.
Brannon, Howard W.
**Brassington, Marion C.
Brassington, Susan
Braunstein, David
**Braunstein, Freda
Brayman, H. Halliday
Brayman, Walter W.
Breguet, Yvonne M.
Breitigan, Samuel
Breitigan, Thompson H.
Brennan, Edward J.
Brennan, Jane C.
Brennan, William H.
Brewer, Elizabeth H.
Brewer, Roger C.
Brewer, Warren, Jr.
Breyer, Ann
Brick, Edwin
Bridgham, Carolyn T.
Bridgham, Louise
Bridgwater, Ann
**Bridgwater, Jane E.
**Briggs, Charles F. M.
Briggs, Eleanor V.
**Briggs, Ward W.
Brinckle, Fan R.
Brinckle, Moncure
Bringhurst, Esther
Bringhurst, Fred
**Bringhurst, Henry R., Jr.
Bringhurst, John R.
*Bringhurst, Joseph
Bringhurst, Patricia A.
Brinton, Edward S.
Brinton, Grace K.
Brinton, Hattie G.
**Brinton, Helen E.
Brinton, Jennie
Brinton, John
Brinton, Mabel
Brinton, Paul
Brinton, Victor
Brittingham, Janet W.
**Broad, Wendell E.
Brosius, Christine R.
**Brosius, Joann S.
Brosius, Joseph W.
Brosius, Malcolm
Brosius, Ruth
Brown, Adda
Brown, Anne E.
Brown, Augustus
Brown, Barbara Ann
**Brown, Benjamin N.
Brown, Benjamin N., Jr.
Brown, Blanche
Brown, Charles I.
Brown, Clara
Brown, Cora Q.
**Brown, D. Isabel
Brown, Francis
Brown, Henrietta
Brown, J. Carrington, 3rd
Brown, James
**Brown, Madeleine D.
Brown, Madeline G.
Brown, Margaret
Brown, Peggy
Brown, Ruth
Brown, Selby
Brown, Willard M.
Brown, William
Browne, Hugh
Brubaker, Elizabeth
Brubaker, Robert
Bruce, Robert G., Jr.
**Bryer, Lillie C.
*Buck, Albert
**Buck, C. Douglass
Buck, Charles E., Jr.
Buck, Elizabeth
**Buck, Francis D.
Buckingham, Mary M.
**Budd, Emily
**Budd, Martha L.
**Bullock, Edgar Q.
**Bullock, Edgar Q., Jr.
**Bullock, Mary Elizabeth
Bullock, William S.
**Burch, Dana D., Jr.
Burgess, Helen S.
Burgess, Lillian
**Burke, Catherine E.
**Burke, Richard E.
Burnett, Bessie R.
Burnham, Dorothy
**Burnham, Jane W.
Burns, Harcourt R.
**Burns, Harcourt R., Jr.
Burr, Elizabeth C.
Burr, Helen C.
Burtnett, Margaret
Burrows, Marian
**Bush, Charles W.
**Bush, David D.
Bush, Harry T.
Bush, Henry
**Bush, J. Danforth
Bush, J. Danforth, Jr.
**Bush, W. Whiteley
Bush, Walter D., Jr.
**Bush, William
Butler, Alfred
Butz, Barbara
Butz, G. William, III
**Bye, Charles C., Jr.
**Bye, Elinor M.
**Bye, Elizabeth
Bye, Harry C.
**Bye, Helen M.
Bye, Reed C.
**Bye, Robert C.
**Byram, Ruth C.

Caffrey, John R.
Caffrey, Teresa E.
Cahall, William P., Jr.
Cain, Alan
Cain, Florence
Caine, James B.
Cairns, Lindsey A.
Cairns, R. Christopher
**Callahan, Elizabeth E.
**Callahan, Mary
Callahan, William B.
Calves, Jean C.
**Cameron, Jessie
Cameron, Lucy R.
Cameron, Mary B.
Campbell, Frederick
M., Jr.
Campbell, Thomas E., II
*Canby, Henry M.
**Canby, Henry S.
Canby, W. Poyntell, Jr.
**Canby, Marriot T.
Candee, William S.
**Cann, Ann E.
Cann, Charles G.
**Cann, J. Pearce
**Cann, Jeannette E.
Cann, Jesse B.
Cann, John Pearce, Jr.
**Cann, Lawrence B.
Cann, Lee
**Cann, May H.
**Cann, Richard T., 4th
(entered 1894)
**Cann, Richard T., 4th
(entered 1937)
Cann, William F.
Cannon, H. Edward
Cantero, Carlo
**Cantwell, Nancy
Capelle, A. Alexander, Jr.
Capelle, George
**Capelle, Mabel
Capelle, Philip
**Carey, Ann
*Carhart, Isabel G.
Carhart, Lucie
Carl, Nancy
**Carnes, Frederick
Carnes, Gwenllian
Carothers, Jane H.
Carpenter, Alison
**Carpenter, Allan W.
Carpenter, Arthur
Carpenter, Frank
**Carpenter, Howard J.
Carpenter, Joan
**Carpenter, Philip J.
Carpenter, Walter D.
**Carswell, Harriet T.
Carswell, J. Stokes

Carter, Elizabeth
Carter, Ethel
Carter, Lois Mae
**Cary, Campbell
Casey, Jack
Cashman, Eugene R., Jr.
Caskie, W. Tilghman
Cassada, Picot
Castle, Louisa J.
Cauffiel, Joan
Cauffiel, T. Coleman
Cazier, Edna
Cazier, Harry
Chadwick, Annie A.
Chalfant, Richard D.
Challenger, Elizabeth
Challenger, Emma F.
Challenger, George
Chambers, Arthur E.
Chambers, Arthur L.
Chambers, David E.
Chambers, Henry
**Chambers, Ira D.
**Chambers, Ivan F.
Chambers, Rosamond B.
Chambers, Susan V.
Chandler, Alfred
Chandler, Bertha H.
Chandler, Bessie H.
Chandler, Daisy C.
†Chandler, Edna
Chandler, Elva
Chandler, Greta M.
Chandler, James T., 3rd
Chandler, Lida Mary
Chandler, Marvel
Chandler, Poulson
Chandler, Reba
Chandler, Swithin T.
Chandler, Thomas
**Chantler, Barbara A.
**Chapman, Anne Louise
Chapman, W. Donald
Chapman, Frederick H.
Chapman, Joan M.
Chartoire, Ernest
Chase, Henry V.
Chase, Lucian Eugene
Chaxelle, Alfred P.
Cheavens, Margaret
Chester, Romola
Cheyney, Joseph W.
Christie, Andrew
Christie, Dana B.
**Christie, Robert
Churchman, Albert
Churchman, Charles
Churchman, Edward W. G.
Chutham, Eyre
**Cissel, Elizabeth Louise
*Clark, Arabel W.
Clark, Bessie H.
Clark, Charles B.
Clark, Charles H.
‡Clark, Clara C.
Clark, Elliott
**Clark, G. Herschel
Clark, G. Norman
Clark, Georgie
Clark, Gladys
Clark, John M., Jr.
Clark, Lydia
**Clark, M. Alwilda
Clark, Nathaniel S.
Clark, Robert E., Jr.
Clarke, George
**Clarke, Kenneth E.
Clarke, Murray
Clavey, Marian
*Cleaver, H. Paul
**Cleaver, Mark M., 2nd
Cleaver, Samuel G.
Cleaver, William Yarnall
**Clements, Charles S.
Cloud, Bertha M.
Cloud, William H.
Clough, Edward H.
Clough, Richard
Clough, William
Coale, Vaughn B.
Cochran, Herman
Coffin, Elizabeth
Coffman, Donald D., Jr.
Coffman, Elizabeth P.
Colbert, Elizabeth
Cole, Theodore
**Collins, James M.
**Collins, Rebecca H.
Collison, Charles H., Jr.
**Collison, Katherine M.
**Colpitts, Arnold B.
Colpitts, David W.
**Colpitts, James V.
Colton, Charles P.
Colton, John S.
Colton, Louis H.
Comley, Ashton
Comly, Anna B.
Comly, Emma
Comly, Gertrude
Comly, Harrison G.
Comly, Ida
Comly, Jay
Compton, Gertrude P.
Cone, Miriam D.
Coning, Florence A.
Conly, Charles G.
**Conly, Elizabeth
Conly, Frank
Conly, George W.
Conly, Gertrude
**Conly, Harry
Conly, James
Conly, James C.
Conly, James S.
**Conly, Robert W.
Conly, Sallie
Conly, William H.
‡Connaway, Katherine
Connell, Alexis S.
Connell, Emma J. P.
Connell, Elizabeth D.
**Connell, William H., Jr.
Conner, Alice B.
Conner, Alonzo
Conner, Cristy
Conner, Rhoda M.
Connolly, Arthur G., Jr.
Connolly, Christopher G.
Connolly, Ronald G.
Conrad, Edith
Consono, Josephine
*Constable, Albert
Constable, John G.
Constable, Henry S.
Constable, Reginald
Converse, Anna R.
Cooch, Elsie B.
**Cooch, J. Wilkins, 2nd
**Cooch, Richard L.
Cooch, Thomas
Cooch, Virginia
Cook, Adeline
Cook, Arthur
Cook, Franklin
Cook, George T., 2nd
Cook, Harriett
Cook, Henry M. F.
Cook, Ida
Cook, John
Cook, Josephine
Cook, Lloyd H., Jr.
Cook, Margaret
Cook, Patricia
Cook, Philip, Jr.
Cook, Phyllis
Cook, Richard B.
Cook, Thomas
Cook, W. Franklin
**Cookman, Arthur S.
**Cookman, Gertrude M.
**Cookman, Harold H.
Cooling, Alice
Cooling, Marjorie Ann
**Cooling, M. Eleanor
Cooling, Severson
Cooling, Severson B., Jr.
Cooper, Alexander
**Cooper, Anne V.
Cooper, Constance
Cooper, John J. B.
Cooper, Roland
Cooper, William
Copeland, Gerret van S.
**Copeland, Lammot duPont
Coppage, Maybelle
Cordery, Edward R.
**Corey, Carolyn
Corkran, Dorothy
Corkran, Earl
Corkran, Mary
Cornell, Edda B.
Cornell, O. Perry
Cort, Stewart
Cosdon, Clara
**Cosler, Ann
**Cosler, Elizabeth
Coster, Beth
Coster, Herbert
**Council, Estelle M.
**Cover, William A.
Covey, Henry E.
Cox, Catharine
Cox, Christina G.
**Cox, Deborah M.
Cox, Elizabeth H.
Cox, Irving J., Jr.
Cox, Joanne
Cox, Robert
Coxe, Barbara
Coxe, Georgianna
Coxe, Helen
Coxe, Louis H., 4th
Coxe, Wallace
**Coy, Byron F.
Coy, Hester H.
Coy, Nannie
Coyne, Philip
Coyne, W. Carroll
**Craig, Arthur G.
Craig, Barbara E.
Craig, Clarence
Craig, Francis
Craig, Jennie
**Craig, Sheila
Craig, William D., Jr.
Craig, William P.
Crandall, Nancy M.
**Cranston, Augustine L.
**Cranston, Bertha
Cranston, Estelle F.
Cranston, Francis
**Cranston, Gertrude H.
**Cranston, Helen A.
**Cranston, J. Paul
Cranston, James, Jr.
**Cranston, Jean
*Cranston, Loura B.
Cranston, Nellie W.
**Cranston, Rena R.
Cranston, Robert
Cranston, Viola M.
Cranston, Wilkinson E.
Cranston, William
Crawford, George
Creamer, Elizabeth
Crichton, Jimmie
Crichton, Lillian F.
**Cromer, William C.
Crompton, J. Harry
Croney, Mary Luise
Cronin, John W., Jr.

Crossan, Evans
**Crossan, Evans H., Jr.
Crossan, J. Willard
Crossan, Mabel P.
**Croswell, John A.
Crow, Nellie B.
Crowe, Robert W.
Crowe, Ronald P.
Crowell, Charles H.
Crowell, Leila
Crowther, Anne H.
Crowther, Charles W.
Crowther, Judith V.
Crozier, Florence
Crozier, Helen E.
Crumbaugh, Anna
**Crumbaugh, Elizabeth B.
Crumbaugh, Harry
Crumbaugh, John
**Crumbaugh, Marie A.
Crumbaugh, Minnie
Culbertson, Ivan, Jr.
Cullen, John D.
Cupery, Kenneth N.
Cupery, Willis E.
Curlett, Rozella
Currinder, Alva B.
Curtis, Corbit
**Curtis, Frederick A.
Curtis, Lindsay
**Curtis, Stephen
Curtis, T. Byrom
Cuthbert, Richard R.

Dabson, Howard L.
Daley, Joseph F.
Daley, Thomas F.
Dallett, E. James
Dallett, Joseph H.
Dallett, Linda
Dalton, Marian
Danby, Gregg
Danby, Henry G.
Danby, Kenneth
**Danforth, Edith S.
**Daniels, Charles H.
Danzenbaker, Lorin W.
Danzenbaker, Oscar
Dare, C. Rulon
Dare, Donald
**Dare, Ruth E.
Darling, Louis, Jr.
**Daudt, William H.
Daughtridge, Mona Lee
**Davidson, Bernice E.
**Davidson, Elizabeth
Davidson, Helen
**Davidson, Margaret
Davidson, Mildred A.
**Davidson, Samuel H.
**Davies, Taleasin H., Jr.
Davis, Alice
Davis, Althea
Davis, Burke
**Davis, Carl H. U.
Davis, Charles T., Jr.
**Davis, Charles W.
Davis, Dorothy B.
Davis, J. Rankin
Davis, Jay
Davis, Joseph E.
Davis, Joseph W., Jr.
Davis, Mabel
Davis, Madeline
Davis, Mildred
**Davis, S. Baynard
Davis, Thomas
Davis, Walter
Davison, Susie
**Daviss, Anne Vincent
Dawson, Gilbert
**Dawson, Jean J.
*Day, Adeline H.
**Day, Charles E., Jr.
Day, Ethel C.
Dayett, Irvin
Dayett, Nathan
Deakyne, L. Stanley
deBlois, Lewis
deBlois, Weldin
Deemer, Buddy S.
Deemer, Mary Jane
Deering, G. Robert
**Deering, John E.
**Deering, Mary E.
Deery, George W.
Deery, Thomas
DeLuca, Margaret
Demaree, John S.
Dempsey, Pauline
Dempsey, Walter T.
Dennison, Frank
Dent, Willard E.
Derickson, Annie
Derickson, Aquila
Derickson, Bertha G.
Derickson, Bessie D.
Derickson, Emeline
Derickson, Ethel M.
Derickson, Lolita
deRopp, Alison A.
deRopp, Harald S.
deRopp, Margaret
Derrick, Henry R.
deSercey, Antoine
deSercey, Patrick
Detwiler, Frank M.
Deverell, Marilyn
deVignier, Elizabeth D.
deVignier, Henry A.
deVignier, Jeanne U.
**deVou, James Laird
**deVou, Mary R.
Dew, Deborah S.
Dew, Margaret E.
Dew, Marilyn R.
Dew, Thomas R.
Dickey, Frances
Dickey, Hettie
**Dickinson, Marguerite V.
Dickinson, Olive L.
Dickson, Marian H.
Diefendorf, Homer
Dillon, K. Virginia
Dillon, Saunders
Dilworth, Anna L.
Dilworth, Bessie
Dilworth, Deborah L.
*Dilworth, L. Ernest
Dilworth, Martha W.
*Dilworth, Townsend P.
Dilworth, Warren J.
Dilworth, William
Dinsmore, Marjorie
Dinsmore, R. Boone
**Diver, Arthur G.
Diver, Carolyn L.
Diver, Dorothy
Diver, Edith M.
**Diver, Frances A.
**Diver, Frank W., Jr.
**Diver, Richard A.
**Doan, T. Worth
Dobb, James
Dobb, William S.
Dobbins, Helen
Dobbins, J. Gerry
Dobbins, Mary I.
Dobbs, Richard A.
**Dodge, Laura L.
**Dodge, Sarah E.
Dole, Frank M., Jr.
**Dole, Thomas H.
Donaghy, Henry G.
**Donaghy, Robert J., Jr.
**Donaldson, Lillie
Donovan, Victoria L.
Doom, Ira F. B.
**Doom, Nancy S.
Doom, Patricia C.
Doordan, John
Doremus, Grace
Dorphley, Jack
**Dorsey, Christine
**Dorsey, L. Coleman
**Dougherty, Anna E.
**Dougherty, David M.
**Dougherty, George M., Jr.
Doughten, Alberta
Doughten, Eva
Doughten, Preston
Dowling, North, 3rd
Down, Harry C.
Downing, George
Downing, Henry
Downing, John
Downing, Mary
**Downing, Thomas S.
Downs, Florence
Downs, Louise Virginia
**Downs, Sarah E.
Downward, Blanche
Doyle, Barbara A.
Drake, Corinne
Draper, Avery
Draper, Ford
*Draper, James A., Jr.
Draper, Richard C.
Draper, Trusten P.
Drein, Maud
Drein, William C.
Drumheller, Ruth
**Duerr, Helen M.
Dugger, Sally
Dumstrey, Frances A.
Duncan, Dorothy
Duncan, Edith
Duncan, Florence E.
Duncan, Henry
Duncan, Herman T.
Dunham, Lewis
Dunham, Russell
Dunlap, Mary D.
Dunn, John M., Jr.
Dunn, Nettie
Dunstan, William H., 3rd
duPont, Alexis I.
duPont, Belin
duPont, Benjamin
duPont, Charles
duPont, Constance
duPont, Elaine C.
duPont, Eleuthère
duPont, Elise
duPont, Emile
duPont, Ernest, Jr.
duPont, Eugene
duPont, F. George
duPont, Felix
duPont, Francis
duPont, Francis I., II
duPont, Hallock
duPont, Hubert I.
duPont, Katharine H.
duPont, Lammot
duPont, Margaretta L.
duPont, Nicholas R.
duPont, Paulina
duPont, Peter R.
duPont, R. Jacques T.
duPont, Richard S.
duPont, S. Hallock
duPont, S. Hallock, Jr.
duPont, Sophie
duPont, Stephen
duPont, Victor, 3rd
duPont, Victor M.
duPont, Wilhelmina H.
duPont, William K.
Dure, Helen
Dure, Nellie P.

Durstein, Alta M.
**Dutton, George E., Jr.
Duus, Louise
Duus, Mary Anna
Duus, Peter

Earle, William H. M.
*Easley, Petricha
Eastburn, Carolyn K.
Eastburn, Clarence
Eastburn, David A.
Eastburn, Harry
**Eastburn, Iola K.
**Eastburn, Jean H.
Eastburn, Lucy
Eastburn, Margaret
Eastburn, Oliver, 3rd
**Eastburn, Robert
Eastburn, Samuel
Eastburn, Sara M. H.
Eastman, Albert
**Eaton, Anne W.
**Eaton, Dorothy B.
**Eaton, H. Burton, Jr.
Eaton, Suzanne
Ebberts, Betty
Eckel, Bessie
Eckman, Charles A., Jr.
**Eckman, Jeannette
**Eckman, Willard H.
Ector, Robert W., Jr.
Eddy, Robert
Edge, Floma
Edge, James
Edmondson, Virginia
†Edwards, Charlotte
Eiseman, Jeannette N.
**Eliason, Anna M.
**Eliason, Douglas C.
Eliason, James T., Jr.
**Eliason, James T., 3rd
**Eliason, Mary S.
Eliason, Morris
**Eliason, S. Louise
**Eliason, Sarah H.
Eliason, Thomas
Eliason, William Lore
**Elliott, Amy L.
Elliott, Anna L.
Elliott, George A., Jr.
Elliott, George A., 3rd
Elliott, Richard
Elliott, Robert H.
**Ellis, Barbara
Ellis, Eugene W., Jr.
Ellis, I. Thomas, Jr.
Ellis, Jane B.
Ellis, Kathryn P.
**Ellis, Margaret E.
**Ellis, Nancy
Ellis, Walter W.
Ellis, W. Robert, Jr.
Ellison, Anita
Ellison, Dorothy E.
Ellison, Margaret
Ellison, Mildred F.
Ellison, Norman D.
Elsey, Olive
**Ely, Dorothea E.
Ely, Florence
Ely, Florence H.
Ely, Howard G.
Ely, Oliver P.
Ely, Richard
Emmons, Forrest H.
**Emmons, Lorena B.
Engelman, Wanda M.
**Engelmann, Hans
**Engelmann, Helmut M.
**Engelmann, Herbert F.
**England, Jane R.
England, Josephine
England, Mary
English, Ethel
**English, Eugene MacG.
Entrekin, Alice
Entrekin, Paul
Entwistle, Dorothy
Ephraim, Jacob
Ervin, Alexander
Ervin, G. Buttner
Evans, Alice D.
Evans, Carlyle F.
Evans, David Lindsay
Evans, Frank G.
Evans, Henry
Evans, John
Evans, Lee Edward
Evans, Lewis D.
*Evans, Marion E.
Evans, Walter G.
Everett, Charles
Everett, Ross
Everson, Laura B.
Eves, Elizabeth
**Eves, William, 3rd
**Ewart, M. Virginia
**Ewart, R. Elizabeth
Ewart, Ralph
**Ewing, Ann L.
**Ewing, E. Muriel

Fahey, John
Faivre, Victor W.
Farmer, Elmer Capen
Farnsworth, Alice
Farquhar, Anna M.
Farquhar, Caroline M.
Farquhar, K. Dare
Farquhar, Mary A.
Farraday, Samuel
**Faulkner, Elizabeth P.
Faulkner, Samuel S.
Fay, Perry
Fehrenbach, George
Fell, Anna
Fell, Robert
Fenimore, D. Cooper
**Fenimore, Gertrude T.
Fenimore, Leonard L.
Fenimore, Noble
Fenn, Henry W., Jr.
Fennimore, William N.
**Ferguson, Bassett, Jr.
Ferguson, Joseph H.
Ferrante, Mary
Ferris, Annie
Ferris, Benjamin, Jr.
Field, Elizabeth
Field, Mary
Filson, Marjorie Jane
Filson, Mary Ann
**Finger, Louis J.
**Finger, Ruth
Finian, Elizabeth
**Finkel, Elaine C.
Finkel, Lawrence W.
Finley, Leonard W.
**Finley, Patricia
Finley, Stuart
**Finn, Lucy C.
**Finn, Mary Elizabeth
**Finn, W. Howell
Fischer, Katrina S.
Fisher, Bayard T.
Fisher, Dorothy M.
**Fisher, Margaret C.
Fisher, Merrett
Fisher, Richard
Flachslaender, Waltraut
Fletcher, Ann
Fletcher, Catherine
Fletcher, Corbin D.
**Fletcher, Elizabeth D.
Fletcher, Mary M.
Fletcher, Northrup
Fletcher, Robert
Fletcher, Robert P., III
**Fletcher, Shirley
**Flinn, Alice S.
**Flinn, Barbara D.
Flinn, Darlington
Flinn, Edna C.
Flinn, Irvine D.
**Flinn, Irvine M., Jr.
**Flinn, John Seymour
**Flinn, Lewis B.
**Flinn, Lewis B., Jr.
**Flinn, Lewis W., Jr.
Flinn, M. Fairfax D.
Flinn, Nellie B.
**Flinn, Robert Barr
Flinn, Sadie D.
Flinn, Sarah
Flint, Harley A., Jr.
Flint, Katherine
Floyd, R. Wentworth
**Focardi, Elizabeth M. M.
‡Fogg, Josephine B.
Fonda, Elizabeth A.
**Ford, C. Ross
Ford, Carleton
Ford, Harold
Ford, Lois E.
**Ford, Louise C.
Ford, Mabel S.
Ford, Marion F.
Ford, Susan
**Forman, Mildred B.
Forman, Penrose S.
Forrest, George B.
Forrest, George W. K., Jr.
**Forrest, Mary G.
Forsythe, Lucille G.
Foster, Charles
Foster, William L.
Foulk, Ferguson
Foulk, Gerald C.
Foulk, Richard W.
Foulk, William H., Jr.
Fox, Charles
‡Fox, Gertrude
Fox, Herbert
Fox, Jane R.
Fox, Malcolm
**Foxall, Mary Linda
Francis, Alice K.
Francis, Edgar
Francis, Loulia
Francis, Marian I.
Francis, Marie
Francis, Mary Jane
Francis, Samuel E.
Frank, Jeanne C.
Frantz, A. Viola
Frantz, Arthur R.
Frantz, Charles N.
Frantz, Ethel
Fraser, Alexander W.
Fraser, Jane
Fraser, Marie I.
Frazer, Harris
Frazer, Helen H.
Frazer, J. Stanley, Jr.
Frazer, Joseph
Frederick, Carrie
Frederick, Helen K.
Frederick, John
Frederick, Marion P.
Frederick, Richard H.
Frederick, Robert
**Frederick, William H., Jr.
**Freeman, Florence E.
French, Wendell
**Fritz, Alicia V.
Fritz, Henry C.
**Fritz, Herbert W.
Fritz, Louis C.
**Frorer, Harriet Lou
**Frorer, Janet A.
Frost, Betty Jean

Fulenwider, John
Fuller, John R.
Funk, James
Furst, Edward W., II
Furst, Roger C.

Gagan, George
**Gallagher, Alice M.
Gallagher, Elizabeth
Gallagher, Francis
Gallagher, John
Galloway, Ruth
Gambrill, Ellsworth
**Gammons, Clare
Gammons, Patricia J.
Gammons, Sally D.
Ganser, William R., Jr.
**Gant, Charles H., Jr.
**Gant, Richard R.
Gardner, Caroline
**Garland, Hugh A.
Garrel, Alice
Garretson, Cornelius M.
Garretson, Mary
Garrett, Donald P.
**Garrett, Edith W.
Garrett, Elizabeth
Garrett, Elizabeth B.
Garrett, Elwood S.
Garrett, Francis
(1885 catalogue)
Garrett, Francis
(entered 1917)
Garrett, Howard C.
Garrett, John S.
Garrett, John S., Jr.
Garrett, Katie F.
Garrett, Leonard
**Garrett, Lois
Garrett, Mary Jane
**Garrett, Philip C., 2nd
Garrett, Philip H., Jr.
Garrett, Rita L.
**Garrett, Ruth C.
Garrett, Thomas, Jr.
Garrett, Victor
Garrigues, Henry H.
Garrigues, Samuel
**Gassaway, Mary E.
Gates, Fred H.
Gause, Annie
Gause, Edgar
Gause, Edmund C.
Gause, Frederick T.
Gause, Fritz T.
Gause, Gregory
Gause, J. Rodney
**Gause, John T.
Gause, William
Gavan, Gordon
Gavan, Phyllis
**Gawthrop, Alfred H.
Gawthrop, Elizabeth Anne
**Gawthrop, Fred H.
Gawthrop, Helen H.
**Gawthrop, Henry A.
†Gawthrop, J. Newlin, Jr.
**Gawthrop, Rachel H.
‡Gawthrop, Sarah N.
Gawthrop, William R., Jr.
Gayley, Henry
Geer, Reed
Geesey, Cornelia N.
Geesey, Marie B.
Gehret, Anne G.
**Gehret, Edward F., Jr.
Gehret, John F.
Gehret, Peter A.
Genereaux, Peter R.
**Geoghegan, Joseph H.
**George, Robert H.
Gerow, Linda
Gewehr, George
Gibbons, Willie
Gibney, Frederick J.
Gibney, Louis J. G.
**Gibson, Gale
Gibson, George
Giessler, Hall
Giessler, Vreneli
Giles, Sheridan
Giles, William F.
Gilg, Margaret
Gillespie, Mary E.
Gilmore, Belle
Gilmore, Mamie
**Gilpin, Ferdinand L., Jr.
**Gilpin, Ferdinand L., 3rd
Gilpin, Gay H.
Gilpin, J. Diane
**Gilpin, Meta D.
Gilpin, Russell
**Gingrich, Elizabeth A.
Ginns, Selma F.
Given, Stanley
Gladden, George
**Gladding, Marcia T.
**Gladding, Thomas C.
Glaes, Evelyn
Glanding, June Ellen
Glassburn, Maxwell
Glenn, E. Geraldine
Glick, John
**Glover, Anne
**Glover, Eleanor
Godfrey, Hamlin
Goldberg, Arthur
Goldberg, Grace
**Golding, Carolyn E.
Golding, Harold
**Golding, Mabel R.
Goldsmith, Stuart
Gonzolus, deWitt
**Gooding, Anne M.
**Gooding, Betty Jane
Gooding, Charlotte A.
Gough, Joseph T., Jr.
Gould, Harry
Govatos, J. Gordon
**Govatos, Marguerite M.
Govatos, Susan
Grace, Walter
Gradwohl, Elizabeth
Grady, Emma
Graff, Frank W.
Graff, George S.
Grant, James S., Jr.
Graves, Lillie
**Graves, R. Alan
Gray, Alice H.
**Gray, Andrew C.
Gray, Charles H.
Gray, Evelyn S.
Gray, George, Jr.
Gray, Jane B.
Greaves, Annie M.
Green, Annie
Green, Ella May
**Green, F. Pauline
Green, Frank
Green, Fred D.
Green, Frederick
Green, Gloria
Green, Harry
Green, Pennvia E.
Green, Susie
Greenleaf, Louis E. A.
Greenman, C. Aldridge
Greenwell, M. Eleanor
**Greenwood, George
W., Jr.
**Greenwood, J. Robert
Greenwood, Mitchell
Gregg, Mildred
Gregg, William E.
Gresham, William R.
Grier, Mary D.
Grier, Ralph D.
Griffenberg, Anne
Griffenberg, Elbert
**Griffenberg, Elbert
Dickinson, Jr.
**Griffenberg, Elizabeth M.
Griffenberg, Lydia C.
Griffith, Alice A.
Griffith, Carroll W., Jr.
Griffith, Elizabeth J.
Griffith, John
Griffith, Lucy
Griffith, Russell O.
Griffiths, Ruth
Groesbeck, Milton
‡Grogan, Sara M.
Groome, Arthur T.
Groome, Charles F.
Groome, Elizabeth
Groome, Margaret A.
Groome, Marietta F.
Gross, Charles
**Groves, Alma F.
Groves, J. Stuart
Grubb, Anna
Grubb, Martha
Grubb, Rachel
Gunby, Charles S.
Gunsolus, Francis
Gunsolus, Julia

Hackett, Anne G.
**Hackett, Sara E.
Hadley, Charles F.
Haedrich, Bruce William
Haedrich, Richard L.
Hageman, Donna
Hageman, Drew
Hagerman, Richard E.
Hahn, Ann
Haines, J. Warren
Haines, John
Haines, L. Marshall
Haines, Sherwood W.
Haines, Warren
**Haines, Warren J.
**Haitsch, LeRoy M.
Haldas, Barbara M.
Haldeman, G. William, Jr.
Haley, Bertha
Hall, Richard E.
Hall, Wendell S.
Hall, William H., Jr.
Hallett, Margaret E.
**Hallett, Winslow N.
Hallman, Horace
**Hallowell, Robert C.
**Hamilton, Irene
**Hamilton, Mary T.
**Hamilton, Stephen E., Jr.
Hammell, Charles L., Jr.
Hammond, Harwine
Hammond, Kensey J.
Hammond, Maxwell
Hampton, E. Elizabeth
Hanby, Charles
Hanby, Margaret B.
**Hance, M. Modesta
Hance, Walter E.
Hancock, Doris L.
Hancock, J. Patricia
**Hancock, J. Ogden
Hancock, Terrence K.
Handy, Cabell P.
Hanley, M. Elaine
Hanley, William J., Jr.
Hanna, Edward E.
Hanna, J. Marvin
**Hanna, J. Robert, Jr.
Hanna, Margaret
Hanna, Mildred E.
**Hansen, Grover C.
Hanson, Elwood W.
Hanson, J. Clarence
**Hanson, James W., 3rd

Hanson, V. Herrick
Hardwick, Alfred L.
**Harlan, Bertha
Harman, Joseph N.
**Harman, L. Grey
Harmonson, Lelande
Harner, Mahlon C.
Harper, Alexander, Jr.
Harper, Charles
Harper, Harrison
Harper, Paul
Harper, Virginia L.
Harrington, George B.
**Harrington, Helen M.
**Harris, Beatrice
Harris, Daniel
**Harris, Henry M. T.
**Harris, Hildreth L.
Harris, Jacquelyn
Harris, Lern
Harris, Lewis
Harris, Lewis E.
Harris, Theodore T.
Harris, Thomas W., 3rd
**Harris, William P.
Harrison, Elwood
**Hart, Norma M.
Hartman, Herbert
Hartzell, Harry E., Jr.
Harvey, Elliott
Harvey, Ellwood H.
Harvey, Ethel J.
Harvey, Etta M.
Harvey, H. Lizzie
Harvey, Harold H.
Harvey, Holstein
Harvey, Holstein, 3rd
**Harvey, Josephine
**Harvey, LeRoy
(entered 1888)
Harvey, Le Roy
(entered 1938)
Harvey, Morton
Harvey, Phoebe
Harvey, Sara
Harvey, Sophie R.
Hastings, Daniel
Hastings, Daniel O., 3rd
Hastings, David B.
Hastings, William
**Hatch, J. William
Haughey, Zerelda F.
Haut, Donald D.
Hawke, Walter C., Jr.
Hawkins, Dorothy
**Hawkins, Miriam H.
Hawkins, Robert C.
**Hayden, Jane O.
**Hayes, Percy Fielding
Hayward, Horace
Hazard, Jeanne
Hazard, Roberta
**Hazel, Clarence W., Jr.
Hazeltine, Jane
Hazzard, Mary
Hazzard, William R.
**Heald, Pusey B.
**Heald, Richard T.
Healy, Joanne
Healy, Sylvester M.
Hearn, Betty Jane
Hearn, Henry
**Hearn, J. Bayard, Jr.
**Hedin, Erling, Jr.
Hedin, Samuel S.
Hehl, Carl
Heimbach, Ada
**Heindle, Emma P.
Heller, Therese G.
**Hellings, Mary C.
**Helms, Carolyn L.
**Helms, Frances B.
Hemphill, Anna
**Henderer, Ellen
Henderer, Howard E.
**Henderer, M. Donaldson
Hendrickson, Anna
Henke, David C.
Henke, Jane M.
Henke, Joan E.
**Henning, Charles W.
‡Henry, Edna A.
Henvis, Harry
Herlihy, Jerome O.
Herlihy, Thomas, 3rd
**Hessler, Paul C., Jr.
Hetherington, Malcolm
Hetherton, Eleanore W.
Hetherton, George
**Hetherton, James
Hetherton, James H.
**Hetherton, Thomas W.
Hewes, Mary B.
**Hewes, Oliver P.
Heyd, Edward B.
Heyd, John D.
Heyd, Peter F.
Heyward, Horace
Hickey, Harry M.
Hickman, Ethel
Hickman, Henry A.
Hickman, Jane S.
Hickman, Paul J.
Higgins, Margaret J.
Highsmith, Frances A.
Highsmith, LaMyra A.
Hilbiber, Elsie
Hilbiber, Fritz
**Hill, Alice H.
Hill, Arthur W., Jr.
Hill, Charles
Hill, Donald F.
Hill, Elizabeth
Hill, Jefferson B.
Hill, Joseph J.
Hill, Louisa C.
Hill, Luther
**Hill, M. Elizabeth
Hill, Marjorie
Hill, Robert W., Jr.
**Hill, Roy L., Jr.
**Hill, Willard
Hillegas, David
**Hillegas, David M., Jr.
Hillegas, Donald
**Hillegas, H. Louisa
Hillegas, John
Hillegas, Julian M.
Hilles, Ellen D.
Hilyard, Lauretta F.
Himes, John Robert, Jr.
Hines, Thomas
Hinkson, Mary
Hitch, Robert
Hoch, Jerry L.
Hoch, John W.
Hodge, Robert H.
Hodgeman, Stillman A., Jr.
Hodges, Fred G.
Hodges, Hampton
Hodges, Henry G.
Hodgson, Beulah
Hodgson, Emma Jane
Hodgson, Reynolds
Hodgson, William
Hoff, Robert P.
Hoffecker, Douglas M.
Hoffecker, John W.
Hoffeld, Bonnie Lee
Hoffman, Annis L.
Hogan, Mary Jane
Hoiriis, Elsie F.
Holcomb, Bankson T.
Holcomb, Chauncey P.
Holcomb, J. Rogers
Holcomb, Olivia M.
Holcomb, Thomas
Holcomb, William N.
Holland, Elma
*Holliday, Mildred A.
Holliday, Robert L., Jr.
**Hollingsworth, C. Robert
**Hollingsworth, David S.
Hollingsworth, Donald
Hollingsworth, Emma C.
Hollingsworth, Herbert
**Hollingsworth, Howard J.
Hollingsworth, Howard J., Jr.
**Hollingsworth, James H., Jr.
**Hollingsworth, John H.
Hollingsworth, Richard A.
**Hollingsworth, Thomas M.
**Holmes, Donald F.
**Holmes, Helen E.
Holmes, Janet W.
Holmes, Julie Ann
Holmes, Paul
Holmes, Sanders
**Holton, Dorothy C.
**Holton, Rodger L.
Holton, Walter D., Jr.
**Holzman, Mark B., Jr.
Homewood, Darby
**Homewood, Jean M.
**Homewood, William S.
Homsey, Coleman duP.
Hooper, Eleanor M.
Hooper, Hazel
Hoopes, Charles Thomas
Hoopes, Clara
Hoopes, Clement
Hoopes, Frank M., Jr.
Hoopes, George
Hoopes, George A., Jr.
Hoopes, Henry D.
**Hoopes, J. Walker
**Hoopes, John Walker, Jr.
**Hoopes, Joseph M.
Hoopes, Lida
**Hoopes, Louise B.
*Hoopes, Mary L.
Hoopes, Robert R.
Hoopes, Ruth
Hoopes, T. Edwin
Hoopes, William D.
Hopkins, Sue
Hopkins, Thomas L.
Horrigan, John
Horsey, Alice B.
Hosley, Loring
Hosley, Patricia
Houseman, Catharine
Houston, John
Howe, Leroy
Howell, Ellen Virginia
Howell, Harry W.
Howell, Miriam A.
Howland, Alice
**Howland, Murray S.
Huber, Alice V.
Huber, Emile
Huber, Emily D.
Huber, George
Hubert, Charles C.
Huckle, William George
Hudiburg, James C.
†Hudson, Helen
*Hudson, J. Harlan
Hudson, Margaret
Huey, A. Dilwyn
Huey, George M.
Hughes, Frank C.
Hughes, Margaret
Hughes, Mildred M.
Hughes, Susan R.
**Hughes, William C.
Hughes, Woodrow W.
*Hukill, Francis
Hukill, Marion

Hukill, Robert P.
**Hullihen, Frances H.
Humphrey, Elizabeth L.
Hunt, Beatrice
Hunt, Cynthia M.
**Hunt, Janice I.
**Hunt, Joan I.
Hunt, Thomas E.
**Hunt, Thomas R.
Hunt, William C., Jr.
Hunter, Frances E.
Hunter, Garland
Hunter, T. Pierce, Jr.
Huntington, Park W., Jr.
Hurd, Peter W.
Husbands, Frank S.
Hutchison, Isabel
Hutton, Franklin
Hutton, Harry B.
Hutton, Leslie
Huxley, Alice
**Huxley, Elizabeth
Huxley, John W., Jr.
Huxley, Norman S.
Hyatt, Thomas
**Hygate, Anita L.

Incababian, Edith
Ingersoll, John H.
Ingle, Virden
Inskeep, George Esler
Irwin, Andrew P., 3rd
Irwin, Ann C.
Irwin, Charles Chandler
Irwin, Robert H. C.
Islamoff, Igor I.
Iszard, Christine

Jablonski, Helen V.
Jackson, Anne
Jackson, Benjamin N.
Jackson, Bessie M.
**Jackson, Charles F.
Jackson, Charles T.
Jackson, Elizabeth R.
Jackson, Frances M.
Jackson, H. Jane
**Jackson, Henry F. A.
Jackson, Jane
Jackson, Job
Jackson, Lambert B.
Jackson, Marie L.
Jackson, Phyllis I.
Jackson, S. Randall, Jr.
Jacobs, Cora
**Jacobs, Elizabeth M.
Jacobs, William Ralph
Jamison, Fannie
*Janvier, Frank deH.
Jarratt, Robert
Jarrell, Marie E.
Jarvis, May
**Jefferis, Alfred J.
Jefferis, Anne
Jefferis, Charles R., Jr.
Jefferis, Charles R., 3rd
Jefferis, Geraldine
Jefferis, Gilpin
Jefferis, Lulie Frances
**Jefferis, Mary A.
Jefferis, Pennock H.
Jefferson, A. Louise
Jefferson, Harold N., Jr.
Jenckes, George A.
**Jenckes, Louise
Jenkins, Allen
Jenkins, Gilbert
Jenkins, Howard
Jennings, Helen V.
Jensen, Jane
Jernstrom, Ruth
Jervis, May L.
**Jessup, Anne B.
Jessup, Jack
Jessup, John B., Jr.
Jester, Alvanza
Jester, Edward J.
*Jester, George C.
Jester, Helen
Jester, James B.
Jester, Myrtle E.
Jester, Theodore M.
Jester, Thomas
Jewett, Rachel
†Johns, Natalie F.
Johns, Vera
Johnson, A. Elizabeth
Johnson, Albert S.
**Johnson, Alice A.
Johnson, Allan H.
Johnson, Bessie
**Johnson, Bette L.
Johnson, Christopher
Johnson, Ella W.
Johnson, Fanny
Johnson, Frederick S., Jr.
Johnson, Grace P.
**Johnson, Harriott G.
Johnson, Harry
Johnson, Helen E.
**Johnson, Marjorie L.
Johnson, Martha Y.
Johnson, Mary
Johnson, Mary M.
Johnson, Nellie E.
Johnson, Rhoades E.
Johnson, Robert B.
**Johnson, Robert W.
Johnson, Ruth K.
Johnston, Alice C.
**Johnston, D. Marie
**Johnston, Genevieve
Johnston, Poyntell
Johnston, Tilghman
Jolly, Elizabeth
**Jones, Adelin L.
Jones, Bessie
**Jones, C. Kawel
Jones, Charles
Jones, D. Percival
**Jones, Edward L., 2nd
Jones, George P.
Jones, Harriett E.
**Jones, Helen E.
Jones, Horatio C., Jr.
Jones, Howard C.
Jones, Keithley
Jones, Kenneth F.
Jones, Marilyn Ann
**Jones, Mary A.
Jones, Mary Lee
Jones, Natalie
Jones, Phyllis
Jones, Raymond B.
Jones, W. Southard
Jones, William G., Jr.
Jones, William G., III
Jones, W. Rufus, III
Jordan, Donald R.
Jordan, Mary E.
Jordan, Perrin
Jordan, Raymond D.
Jordan, Ruby
Jordan, Willard D.
Jorde, Morris B.
Joslyn, Harry
Joyce, Harris
**Judge, Mary Faith
Judkins, Augusta
Justis, Catherine S.
Justis, Cedrick D.
Justis, Robert C.

**Kaiser, John R.
Kaiser, Robert J.
Kates, Paul
Kay, Dorothy
Keaveny, Harry
**Keaveny, E. Patricia
**Keaveny, Marjorie A.
Keen, Frank O.
Keen, Vera
Keen, Walter G., Jr.
Keil, Fannie F.
Keith, Billy
Kelleher, John F.
Kelleher, J. Joseph, Jr.
Keller, Howland G.
**Keller, Ursula S.
Keller, Wayne W.
Kelley, Helen E.
**Kellogg, Paul V.
Kelly, George F., Jr.
Kelly, John A., Jr.
Kemble, Daisy
**Kemp, E. Louise
Kempter, Guyton
**Kendall, LeRoy C.
Kennard, Wallace M.
Kennedy, Harry
Kennedy, Myra D.
Kennerley, Mary Catherine
Kent, Charles I.
Kent, Ellen W.
Kent, Lindley C.
**Kent, Mary E.
**Kent, Roland G.
**Kenworthy, Charles W.
Kenworthy, Edward M.
Kenworthy, Edward M., Jr.
Kenworthy, Helen
Kenworthy, Marion A.
**Kern, Paul E., Jr.
Kerns, Paul
Kerr, Alice
Keyser, Alice Lou
Keyser, Morton
Kidd, Charles V.
Kidd, Stephen
**Kiehel, Stephen R.
**Kiler, Helene
Kilvington, Billy
Kilvington, Samuel
Kimble, Audrey C.
Kincaid, Hulett B.
**King, A. Barnes, Jr.
King, Allen D., Jr.
King, E. Blanche
**King, James C., Jr.
**King, L. Barbara
King, T. Calvin
King, William Vernon
Kinkead, Margaret J.
Kinnard, Caleb H.
Kirby, Adelaide W.
Kirby, Emily M.
Kirk, Anna
Kirk, Louesa B.
**Kirkpatrick, Marianne
Kirkpatrick, Patricia
Kirshner, Luther K.
Klair, Irvin G.
Klair, Samuel
Klaver, Martin A., Jr.
Klaw, Janet L.
Klee, Eugene L.
Kleimann, Raymond G.
**Kline, Ann I.
Kline, Russell S.
**Kline, William A.
Klund, J. Warner
**Kniffen, Charles F.
**Kniffen, Florence E.
**Knowles, George Gray
Knowles, Matilda D.
**Knowles, W. Thomas
Knox, Phebe
**Knox, R. Elizabeth
Knox, Robert W.
Koller, John

The clothes worn for sports in 1948 contrasted sharply with those seen at Friends School in earlier years.

A mural of "Science and Industry," done by pupils in 1940, supplied the background for this picture in the laboratory.

This group was sketching under the trees north of the gymnasium during the spring of 1948.

**Koller, Judith R.
Kollock, Henry G. M.
Kraemer, Elizabeth
Kraemer, Herbert F.
Kraemer, Paul M.
**Krauss, Anne P.
**Krebs, A. Sonin
Krebs, Charlotte
Krebs, Johanne L.
Krieger, Edward M., Jr.
Krieger, Zack P.
Krim, Mary
Krug, Phyllis A.
**Krug, Robert L.
**Kruse, Albert
**Kruse, Elisabeth B.
Kruse, William A.
Kuhn, Joanne
Kumler, George
Kumler, Mary
**Kunsman, Emma Jane
**Kupperian, James E., Jr.
Kurtz, Eleanor L.
**Kutz, Ilse

Lackey, Frank D., Jr.
Lackey, G. Huddell, Jr.
Lackey, Gertrude
**Lackey, Henry E., Jr.
Lackey, Mary H.
Lafferty, Michael F.
**Laffey, Hunt
**Lahr, Elizabeth A.
Laird, Edmund
Laird, William H.
**Lake, Cynthia J.
Lambert, Charles A., Jr.
Lambert, Eleanor
Lambert, Isabel
Lambert, Marcia
**La Mothe, Elizabeth W.
La Motte, Clarence K.
La Motte, Ferdinand
La Motte, Mary Alice
La Motte, William O.
Landess, Robert H.
Landing, William H., Jr.
Landon, Robert B.
Lane, Clarence A.
**Lane, M. Donald
Lane, Homer B.
Lane, Jean
**Lane, Margaret B.
Lang, Alice V.
Lang, E. Frederic, Jr.
Lang, Elizabeth A.
Lang, Frank B.
Lang, John H.
Lang, Nannie
Lang, Nellie L.
Lang, William R.
Lank, Evangeline A.
Lank, R. Barrett
Larson, Elizabeth A.
Larson, Joan
Lathrop, Helen
Latimer, Henry Charles
**Latimer, Homer H.
**Latimer, Thomas H.
**LaTowsky, Harry R., Jr.
**LaTowsky, Joanne
Lattomus, John L., 3rd
Laub, Felix L.
Laub, Sidney
Laughlin, Jo Alice
Laughlin, K. Michael
**Lauritsen, I. Fay
**Lauritsen, Marguerite I.
**Lauritsen, Ruth Ann
Lavagnino, Madalyn
Law, Herbert
Lawrence, Harry B.
Lawrence, Henry R.
**Lawrence, Jon H.
**Lawrence, M. Christine
Lawrence, S. Eugene
Lawrence, M. Winifred
Lawrie, James
Lawson, Harry
Lawson, Marguerite E.
Layfield, Grace
**Layfield, Martha W.
**Layfield, Robert T.
Lazarus, Ann Roberta
Lazarus, Edgar M.
Lazarus, Robert A.
Lazarus, Ruth R.
Lazier, Barbara J.
*LeCarpentier, Edna C.
Lecarpentier, Eleanor
Lecarpentier, George
††Lee, Mary B.
Leech, Emily D.
Le Fevre, Edith V.
**Le Fevre, Elizabeth S.
Leland, Dorothea
Le Maistre, Fontaine
Le Maistre, Helen
Le Maistre, John W.
*‡Le Maistre, Rachel
**Lemmon, John P., Jr.
**Lenderman, E. Harvey, Jr.
Lenher, Ann B.
Lenher, John K.
Leonard, Frank F.
Leonard, Ruth
Leone, Sarah
Levine, Louis
Levinger, Leah J.
Levis, Wilson C.
Levy, Maie H.
**Levy, S. Lester
Levy, Sara
Levy, Sylvia
**Lewis, Aureta E.
Lewis, Eugenie H.
**Lewis, John E.
Lichenstein, Gertrude
**Lichenstein, Nellie
Lichtenstein, Gretchen
Lickle, Daniel C.
Limont, Alexander W., 3rd
**Lincoln, Elinore
**Lincoln, Robert E.
Lindley, Mary W.
Lindley, Sarah A.
Lindsay, David
Lindsay, David, 3rd
Lindsay, Frances S.
Lindsay, Frank
Lindsay, George W.
Lindsay, Harry C.
**Lindsay, Rachel W.
Lindsay, W. Allan
Lindsay, William J.
Lingo, Armenia
Linn, Willis
Linse, Gertrude M.
Lippincott, Clement H.
Littell, Elton G.
Littman, Charles A.
Litzenberg, Aurelia
Livermore, Dorothy G.
Lloyd, Beulah S.
Lloyd, Emlen B.
Lloyd, J. Hillman, 2nd
Lloyd, Marion B.
Lloyd, Sherman
Lobdell, Carolyn W.
**Lobdell, Edith W.
**Lobdell, Ethel
**Lobdell, George G., 3rd
Lobdell, George G., 4th
Loder, J. Erik
Logan, Estelle
Logan, Mary
Long, Jane D.
**Long, Victor D.
Longmire, Ethel C.
Loomis, Herschel H., Jr.
Lovell, Benjamin F.
Lovell, Elizabeth J.
Lowden, Paul
Lowe, John H.
Lowe, Ruth
**Lubs, Herbert A., Jr.
**Lubs, Kathryn R.
Lukens, Harry
Lukens, Helen
**Lumley, Marjorie A.
**Lumley, Walter S., Jr.
Lummis, Mildred
Lummis, Richman
Lunger, Ann
Lunger, Philip duP.
Lunt, Alison S.
Lunt, Anne D.
Lunt, Dudley C., Jr.
Lyman, Russell M.
Lynam, Earle M.
Lynam, Gregg S.
**Lynam, Lela A.
**Lynam, Mary Jane
Lynam, Mildred
Lynam, William Thomas
Lynch, Alva
Lynch, Catharine A.
Lynch, F. Edmund
**Lynch, Harry W., Jr.
Lynch, John F.
**Lynch, M. Janvier
Lynch, Myers J.
Lynch, Raymond A., Jr.
Lynch, Richard C.
**Lynch, William F., 2nd
**Lynn, John F.
Lynn, Mabel E.
Lynn, Mildred
Lynn, Nellie
Lyon, Ann C.
**Lyon, L. Hastings
**Lyon, Margaret H.
Lyon, Sara J.
Lyson, Anne R.
**Lytle, Barbara J.
Lytle, Brayton
Lytle, Jean
**Lytle, Patricia J.
Lytle, Scott

Macadam, Catherine C.
**Macadam, Freda C.
Macadam, John, Jr.
**Macadam, Marjorie M.
Macalister, Alfred
MacArthur, John
**Mac Bride, James H.
**MacDonald, Frances C.
Mace, Donald
**Mace, Henrietta F.
**Mace, Juliet C.
MacGregor, James D., Jr.
**MacIntyre, William R., Jr.
Mackie, Frank
MacKinnon, Martha
Maclean, Lola W.
MacLear, Annie B.
MacLear, Malcolm
‡MacLear, Martha
MacLear, Mattie
MacNair, Edith F.
MacNair, Harold A.
MacSorley, F. Carleton
Madden, H. Melissa
**Mahaffy, Charlotte C.
Mahaffy, Rodmond
Maher, Lillie S.
Mahoney, Mary
Main, Ellen
Main, Flora
Main, James
**Malone, Mary S.

Mammele, Canby C., Jr.
Mammele, Joseph
Mammele, Rebecca
Manahan, Jean
Mancill, Alan M.
Mancill, Norman C.
Mancill, Robert F., II
Manley, Michael A.
Manning, Eugene
**Manss, Dorothy J.
Manss, Walter A., Jr.
**Manter, Joan
Marcus, Leslie
Maris, Faith
Maris, George N.
Maris, Robert H.
Markel, Etta
Markel, Gretchen
Marks, Belle
Marks, Ernest M.
Marsh, Eleanor H.
Marsh, G. Elizabeth
**Marsh, Henry N., Jr.
Marsh, Jane K.
Marsh, Martha B.
Marsh, Mary
Marshall, Annie
Marshall, Clarence
Marshall, Eleanor A.
Marshall, Estelle
Marshall, Florence
Marshall, Henry
**Marshall, J. Albert
**Marshall, J. Albert, Jr.
**Marshall, J. Warren
Marshall, John Thomas
**Marshall, Lorraine E.
Marshall, Peter C.
**Marshall, Thomas C., Jr.
Marston, A. Mason
**Marston, Ann B.
**Marston, E. Josephine
**Marston, Frederick T.
Marston, Henry
**Martel, James P., 3rd
Martenis, Alice
Martenis, Fred
Martin, Alice K.
Martin, Dorothy H.
Martin, Edith F.
Martin, Harold G.
Martin, Joseph
**Martin, Mary E.
Marvel, Jackson
**Marvel, Jackson, Jr.
Marvel, Josiah
**Marvel, M. Dick
**Mason, Ann L.
Mason, Charles H., 3rd
Mason, Helena
Mason, Herbert W., II
Mason, John T., Jr.
**Mason, Virginia M.
**Massey, Emlin S.
Massey, Thomas, 3rd
Masten, Harriot
Masters, Edith
Masters, Katherine
Maston, Craig A.
**Maston, J. Harold, Jr.
Maston, Joseph H., III
Maston, Marjorie A.
Maston, Melinda
**Matchett, Harriett R.
Matchett, Julia
Mathews, Alfred V.
**Mathews, Ann Aleece
Mathews, Ezra
Mathews, Mary Jane
**Matthes, L. Audrey
Matthews, Charles L., 3rd
Matthews, Gordon
Matthews, Margaret
**Maull, Baldwin S.
Maxfield, John M.
Maxwell, William H.
May, Ernest N., Jr.
May, Irenee duP.
May, J. Eric
May, Thomas H.
**Mayerberg, Carolyn L.
**Mayerberg, Jay E.
**Mayerberg, Patsy R.
Mayfield, Ann
Mayfield, Julia
Maynard, Edward W., Jr.
**Maynard, Robert H.
Mayne, Harry
McAbee, Nancy Jane
**McAfee, Frances E.
McAllister, Henry
McCabe, Mary Frances
McCall, Elizabeth R.
McCarl, Loy, Jr.
*McCaulley, S. Whiter
McCausland, Fannie M.
McCausland, Frank S.
McCausland, William J.
McClear, Amelia A.
**McClellan, Elizabeth E.
McClure, Dorothy H.
McClure, Mildred
McCoombs, Harry
McCorkindale, Ralph
McCorkle, Louis
McCorkle, Thomas
McCoy, Alice E.
McCoy, Bessie A.
**McCoy, Charles B.
McCoy, Frank A.
McCoy, John
**McCoy, John W., 2nd
McCoy, Kitty Ann
McCoy, Ruth
McCoy, William
(entered 1892)
McCoy, William
(entered 1930)
**McCrery, Albert J., Jr.
**McCune, John R.
**McCune, Le Roy K.
McCurdy, Earle
McDaniel, Lillian
**McDaniel, Richard D.
McDaniel, Walter B.
McDonald, Rebecca
McDowell, John William
McDowell, Margaret
McElfatrick, Sarah E.
McEwen, Henry T.
**McFarland, Helen S.
**McFarland, M. Patricia
McGovern, Maggie
McHugh, Rowan
McIlhenny, George
McIlvaine, Charles Lee
McInall, Eddie
**McIntire, Elinor R.
McIntyre, Nicholas
McKaig, Virginia
McKinstry, Arthur St. C.
**McKnight, Barbara
**McKnight, Edmund
**McKnight, Katharine
McLaughlin, Park
McMakin, Nancy L.
McMullin, Ada P.
McMullin, Jean
McMurtrie, Rebecca C.
**McSorley, Georgiana C.
McVaugh, Ruth E.
McVeigh, Franklin R.
McVey, Roland W.
McWhorter, A. Irene
Meade, Elizabeth
**Meade, John
**Mearns, Alice May
Mearns, Herbert B., Jr.
Mearns, Loretta C.
**Medill, Carolyn W.
Medill, George
Meeser, Carrie
**Megear, Esther H.
**Megear, William B., Jr.
Megilligan, Carrie B.
Melchoir, Howard
**Melson, Marian E.
Melvin, Lee F., Jr.
Mendenhall, Joseph H.
Mendinhall, Charles
Mendinhall, Corinne C.
**Mendinhall, Dorothea
**Mendinhall, Edward
**Mendinhall, John M., II
**Mendinhall, Mary A.
**Mendinhall, Sarah P.
Mercer, Mary
**Merrick, Suzanne
Merscher, Ellen
Merscher, Walter F.
Meserve, Bertha
**Metten, Elizabeth J.
**Metten, John M.
**Metten, Miriam
*Metten, W. Murray
**Metten, William F., Jr.
Metten, William M., Jr.
Metz, Margery
Michener, Clarence
*Middleton, Samuel
Miles, Gilbert
Miller, Anne
**Miller, Clement W.
Miller, Elizabeth J.
**Miller, Emma E.
**Miller, Florence V.
Miller, Frances
Miller, George H., Jr.
**Miller, H. Keppele
**Miller, Harry A., Jr.
Miller, Harry C.
Miller, Helen
**Miller, Henriette E.
Miller, Henry
Miller, Henry C. L., Jr.
Miller, John
Miller, Kathryn F.
Miller, M. Tevis
Miller, Margaret E.
Miller, Marghretta
Miller, Mary
Miller, Mary M.
**Miller, Otto deV.
**Miller, Rosalie S.
Miller, Sylvia
Miller, Thomas W.
Miller, William
Miller, Zaidee T.
Milligan, Howard
Milligan, John
Milligan, M. Josie
Milligan, Rebecca C.
Milligan, Sarah
Milliken, Anne
Milliken, Elisabeth E.
**Milliken, Margaret A.
Mills, Robert N., Jr.
Mills, William W., Jr.
Milne, Robert D.
Mink, Barbara B.
Mintzer, William
**Mitchell, Edith
Mitchell, Elizabeth A.
**Mitchell, Elizabeth T.
Mitchell, Ella
Mitchell, Ellen
Mitchell, Emily
Mitchell, Ethel
**Mitchell, Frederick C., Jr.
Mitchell, Henry
Mitchell, Janet C.
Mitchell, Joseph

Mitchell, Margaret M.
Mitchell, Marian
Mitchell, Rena F.
Mitchell, W. Newlin
Mitchell, William A.
Mock, Sophia
**Mode, Herbert C.
Mode, Herbert C., Jr.
Mode, Josephine
**Mode, Josephine D.
**Mode, Katherine
**Mode, Marjorie
Molloy, Oliver
**Monaghan, Eric J., Jr.
Monehan, James D.
Monihan, Andrew J.
Monihan, Johanna L.
Montgomery, John A., Jr.
Moon, Rachel W.
**Moore, Chester J., Jr.
**Moore, Esther H.
Moore, Fred G.
**Moore, Gertrude B.
Moore, Helen
Moore, James W.
Moore, Jean D.
Moore, Lalla R.
Moore, Lidie
Moore, Lillian
Moore, Lucy B.
Moore, Marie
Moore, Robert
**Moore, Sarah L.
Moore, William F. G.
Moore, William M.
Moreland, Barbara D.
Moreland, Parke S.
**Moreton, John B.
**Morford, Constance
**Morford, James R., Jr.
Morgan, Alice
Morgan, Johnson
Morgan, Richard
Morgan, Thomas A., Jr.
Morgan, Thomas R.
Morgan, Willard C.
Morley, Cosette Louise
Morris, D. Deanne
Morris, E. Jean
**Morris, John J., 3rd
Morris, John W., 3rd
Morris, Mabel R.
Morrison, Frederick K.
Morrow, Edward B., Jr.
†Morrow, Herbert S.
Morrow, Nellie
Morrow, Peter C.
**Morrow, Richard R. P.
Morse, Bryan K.
Morse, Carl
Morse, Harry G.
Mort, Linwood, Jr.
Mortlock, Marjorie E.
Moseley, E. Patricia
Motherall, William H.
Moyer, Leland L.
Moyer, Margaret L., Jr.
Mullen, Ethelda
Mullen, Mary W.
**Mullikin, Anne M.
**Mullikin, Richard V.
Mullin, Ann
**Mullin, Constance
Mullin, J. Herbert
**Mullin, James T.
Mullin, Jane
Mullin, John F.
**Mullin, John H., Jr.
Mullin, Ruth
Mullin, Sumner
Mumford, Penelope M.
**Munda, Donald O.
Munda, John R.
Munds, Catharine C.
**Munds, Eve D.
Munson, Alfred
**Munson, C. Leith
Munson, Charles L., Jr.
**Munson, Lewis S., Jr.
Munson, Robert G.
Munson, Suzanne E.
Munyan, Arete J.
**Murch, Elizabeth R.
Murgatroyd, Louise
Murphey, Frances
Murphey, Helen
Murphey, Sarah E.
Murphey, William
Murphy, Dennis
Murray, Bessie J.
Murray, Girard
Murray, M. Edna
Murray, Margaret
Murray, Roger
Myers, Alma M.
Myers, Blanche
**Myers, Carolyn S.
Myers, Eugene
Myers, Franklin
Myers, Gordon
Myers, James
Mynick, Louise

Nash, J. Thomas
Nash, Nancy R.
Nason, Edward B.
Nason, George
**Nason, George F., III
Nason, Gertrude
Nason, S. Elizabeth
Nason, William
Nason, William P.
Naudain, Arnold, Jr.
**Naylor, Dorothy E.
**Naylor, Leilah
**Naylor, Lois A.
Naylor, Paul
**Naylor, Ruth
Neary, John F.
Negendank, August
Negendank, Marion
Nelson, Newell
Nesbitt, Bessie
Nesbitt, Marjorie E.
Nester, Ralph M.
Newcombe, Vera
Newell, John D.
Newell, Miller
Newlin, Alonzo, Jr.
Newlin, George
Nice, John A.
**Nice, Milo A., Jr.
Nicholls, Anna W.
**Nichols, Anna J. E.
Nichols, Eli
Nicholson, John R., Jr.
Nields, B. Edgar
*Nields, Benjamin, Jr.
**Nields, Elizabeth B.
Nields, Greta
Nields, James F.
Nields, James F., Jr.
*Nields, John Percy
Nielsen, Richard A.
Niles, Jerome D.
**Nixon, Winifred H.
Nolan, Hazel E.
Nolan, William M.
Noll, Walter R., Jr.
Nollau, Elizabeth
Noorduyn, Robert
Norbom, Ella
Norris, Robert F.
**Northcutt, Mary L. H.
Norton, Robert
Norton, William
Notman, Nancy E.
Nowland, Paul J.
Noyes, Warren
**Oberly, Charles M.
**O'Brien, Ruth D.
O'Brien, William
O'Connell, Emma B.
O'Connell, M. Helen
Odell, Clara L.
Oemler, Marie S.
Ogden, J. Robert
Ogram, Walter
O'Keefee, William O.
O'Keiffe, William F.
Oliver, Paul
Oliver, William M.
Olmstead, Houghtie
Olmstead, LeRoy C.
O'Neil, James
O'Neil, Maggie
Ortlip, Martha E.
Osgood, Edmund
Oswald, Frank G., Jr.
Overdeer, Ruth
Owens, Bingham
Owens, Charles
Owens, George F. B.
**Owens, James B.
Owens, James R.
Owens, Lillian duV.
Owens, Marion
Owens, William

**Padmore, C. Dale
Page, M. Brinton
**Painter, Margaret
**Palmer, Alice C.
Palmer, Alice Cary
Palmer, H. Wilson
Palmer, Josephine
**Palmer, Josephine B.
Palmer, Mable
Palmer, Norwood
Pardee, Fred W., III
Parker, Jean T.
**Parker, Lois A.
Parker, Mary Elizabeth
Parker, Nellie
Parker, Raymond
Parker, Robert W.
Parker, William
Parrish, Dillwyn
Paschall, Elizabeth
Paschall, Frank
Paschall, Harry M.
Paschall, Jean P.
Passmore, Elizabeth
Passmore, Hanna
Passmore, Mary B.
Passmore, Thomas
**Passmore, Wills
Patterson, Amita
Patterson, Anna H.
Patterson, Elizabeth
§Patterson, Henry D.
Patterson, Robert E.
**Patterson, William B.
Patterson, Zella
Patzowsky, Antoinette
Patzowsky, Louise
Patzowsky, Millie
Peach, Elizabeth H.
Peake, William
**Pearce, Richard F.
**Pearce, Thomas W., Jr.
**Pearson, G. Burton, Jr.
Pechmann, Karl
Peech, Harry S.
Penniman, C. Johnson
Penniman, Caroline B.
**Penniman, Charles F., Jr.
Penniman, William T., Jr.
Pennington, Mary Ann
Pennington, Robert, Jr.
**Pennock, C. Ann
**Pennock, Thomas H.

Pennypacker, Edgar
Pennypacker, Harry G.
Pennypacker, Harry T.
Pennypacker, Helen
Pennypacker, Henry T.
Pennypacker, Mildred M.
Pennypacker, William G., Jr.
**Penrose, Eleanor J.
**Peoples, Anne S.
**Peoples, Barbara A.
**Peoples, Robert J., Jr.
Perkins, Gregory
**Perkins, Llewellyn K.
**Perry, Robert H.
Pettijohn, Mabel
**Pettit, Charles A.
Petze, Charles L., Jr.
Petze, Charles L., III
Petze, Edward
**Philips, A. Louise
**Philips, Anne H.
Philips, Bertha
**Philips, Caroline
Philips, Charles S.
Philips, Edward M.
Philips, Edward M., Jr.
Philips, Elizabeth
Philips, Ethel W.
Philips, Helen R.
Philips, Jesse W.
**Philips, J. Cranston
Philips, John C.
Philips, Lydia H.
Philips, M. Jane
Philips, Nancy E.
Philips, Rachel
**Philips, Sarah T.
Philips, Thomas H.
**Philips, William C., 2nd
**Phillips, Edward M., Jr.
Phillips, Ralph B.
Phillips, William P., Jr.
Phipps, W. Levis
Phipps, W. Levis, Jr.
Pickels, Howard
Pierce, Clara B.
**Pierce, E. Marian
Pierce, Edward
**Pierce, Harry M., Jr.
**Pierce, Helen H.
**Pierce, Madeleine H.
Pierson, Ann Louise
Pierson, Ellwood A., 2nd
Pierson, Florence
Pierson, Frederick B.
Pierson, George B.
Pierson, Jennie
Pierson, Matthew
Pierson, May
Pierson, William M., Jr.
Pietsch, Eliza H.
Pike, Mabel S.
Pilling, Dorothy
Pilling, Emily
Pilling, Lenette
**Pilling, Richard T., Jr.
Pillsbury, D. Alice
Pillsbury, Helen
Piper, Alma L.
Pitcher, Eleanor L.
Pitt, Emerson
Plaisted, Julian A.
Plaisted, Mary Elizabeth
Plish, Margaret
Plumley, Allan R., Jr.
Pogle, Maribel
Pollock, Edith D.
**Pollock, Frank S., Jr.
**Pollock, Helen I.
Ponder, James
Ponder, Lillian B.
**Pool, Ann B.
Pool, Zadoc A.
†Poole, Alice
Poole, Anna
Poole, Cyrus A., Jr.
Poole, Donald
**Poole, Edith
Poole, Edward
**Poole, Edward T.
Poole, Elizabeth
Poole, Ethel L.
Poole, Faith L.
Poole, Harmon, Jr.
Poole, Henry S.
Poole, J. Morton
Poole, Jerome A.
**Poole, Mary
Poole, Morton
Poole, Richard E.
Poole, William
Poole, William, Jr.
*Poole, William P.
Pordham, Anna
Pordham, Reuben
**Porter, Austin M., Jr.
Porter, Bertha E.
Porter, David C.
Porter, Gail
Porter, George F.
**Porter, Gilbert B.
Porter, Joan
Porter, John F., III
Porter, Josephine
Porter, Margaret
Porter, Nathaniel
Porter, Philip W.
Porter, Willard H.
Porter, William H., Jr.
**Postles, Marion G.
Potts, Joseph H.
Potts, Ralph H.
Potts, Samuel
Powell, Dorothy
Powell, Estelle
**Power, Mary Elizabeth
**Power, Paul F.
Pragoff, Emile, III
Pragoff, George F.
Pratt, Robert L.
Press, Mabel
Prettyman, Ovid
Price, Bessie
Price, Fanny
Price, Fred
Price, Harlan B.
‡Price, Mary C.
Price, Robert E., Jr.
Price, William R.
Prickett, Carolyn
Prickett, Florence
**Prickett, Josephine M.
**Prickett, Stanley G.
Priddy, Edward
Priest, John
Priest, Katherine L.
Proctor, Harry E.
Protto, Cesare A.
Prouse, Ethel
Purdy, Helen L.
**Purdy, Ruth M.
Pusey, Elizabeth
Pusey, Katrina E.
Pusey, Mary F.
Pusey, Mary H. G.
**Pusey, William W., 2nd (class of 1897)
**Pusey, William W., 2nd (class of 1928)
Putney, Thomas W.
Pyle, Alice
Pyle, Barbara B.
Pyle, Bertha M.
Pyle, Caroline A.
Pyle, Charlotte N.
Pyle, Cynthia A.
**Pyle, Cyrus
**Pyle, Cyrus, 3rd
Pyle, Dana J., Jr.
Pyle, Elizabeth
Pyle, Ella W.
Pyle, Ellen B. T.
Pyle, Ethel
Pyle, Frank, Jr.
**Pyle, Gerald J.
Pyle, Gertrude C.
Pyle, Godfrey
Pyle, Helen L.
Pyle, Henrietta
**Pyle, Henry S.
Pyle, Howard
Pyle, Joseph
Pyle, Marcia L.
Pyle, Phoebe
Pyle, L. Robert
Pyle, Stephen J., III
Pyle, Suzanne
Pyle, Theodore
Pyle, Walter
Pyle, Wilfred

Quigley, Bessie G.
Quigley, Charlotte
Quigley, Elizabeth V.
Quigley, Nellie B.
**Quigley, Winfield S.
**Quillen, Elizabeth Jane
Quillen, Nancy C.
**Quillen, R. James, Jr.
Quillen, Sherrie A.
Quillen, William T.
Quinn, Davis

Ralston, Jean L.
Rambo, Sara M.
**Ramsay, Joseph G.
Ramsdell, Robert A., Jr.
Rand, Quentin
**Randolph, Donald W.
**Randolph, Dorothy
Randolph, Herbert
Raniszewski, John S.
Rapkin, Leslie I.
Rathbun, Donald
Ratledge, G. Clifford
Ratledge, William B., Jr.
Ray, Jack
Raymond, Eleanor
Raymond, Montgomery
Raynaud, Jean-Claude G.
Rayner, David
**Rayner, Jane W.
Rayner, Mary
Read, Mary Gaines
**Reardon, Doris C.
Reardon, J. Walter
Redefer, Janet
Reed, Harvey W.
Reed, Nancy T.
Reed, Percy L.
**Reese, Charles Lee, Jr.
Reese, Charles L., III
**Reese, D. Meredith
**Reese, John S.
Reese, Peter A. K.
Reese, Sara C.
Regas, Helen
Regestein, Elizabeth
**Regestein, Marjorie A.
**Regestein, Virginia M.
Reid, Donald M., Jr.
Reinhardt, David J., Jr.
Reinhardt, David J., 3rd
Reis, Janet M.
Remsen, Howard
Rennie, Isabel
**Renshaw, Charles C., 2nd
Renshaw, M. Carolyn
Reybold, Jean
Reybold, Marian
Reynolds, Daintry D.

Reynolds, John
Reynolds, Leila R.
Reynolds, May E.
Reynolds, Norman
**Reynolds, S. Bell
Reynolds, William A.
**Rheuby, Eleanore
**Rheuby, Elizabeth V.
Rheuby, Martha
**Rheuby, Virginia G.
Rheuby, William P.
Rhoads, Anna P.
Rhoads, Edith C.
Rhoads, Eleanor
Rhoads, Elizabeth T.
**Rhoads, Elsie
Rhoads, John B.
Rhoads, Joseph, Jr.
Rhoads, Joseph E., Jr.
Rhoads, Judith J.
Rhoads, Lucy
Rhoads, Marguerite
Rhoads, Marion
Rhoads, Ruth C.
Rhoads, William E.
Rhodes, Susan
Rhodes, William D.
Rhodes, Willoughby O., Jr.
Ricard, Gilbert
Rice, Bessie E.
**Rice, Helene E.
**Rice, Herbert L., Jr.
Rice, Juliette B.
Rice, Katherine P.
Rice, Mary Frances
Rice, Mollie E.
Rice, Robert C.
Richards, Charles
Richards, Jane E.
**Richards, Julie Anne
Richards, Mary Alice
Richards, Robert
Richardson, Agnes Y.
Richardson, Edward A.
Richardson, Frances B.
Richardson, Hester H.
Richardson, John
Richardson, Josephine
Richardson, Margaret
Richardson, Winston
Rickards, Josephine
Rickards, Mary Elizabeth
Rickman, James
Rider, Charles W.
Riederer, William
**Ries, Gay D.
Ries, Katherine N.
Riley, Frances H.
**Riley, John E.
Riley, Mary Elizabeth
Rinehart, Eleanor
Risler, Harold J.
Ritchie, Charles
Rittenhouse, David C.
Rittenhouse, Patricia A.
**Rivera, Helen Rosa
Robb, Philip H.
Robbins, Cornelius Van V., Jr.
Robbins, Evelyn I.
Robelen, Mary E.
Roberts, Charles
Roberts, David F.
**Roberts, John B.
Roberts, Mary L., Jr.
Roberts, Percival R., Jr.
Roberts, Sarah
Roberts, Virginia C.
**Roberts, W. Alexander
**Robertson, Alice
Robertson, Randal M.
Robertson, Virginia K.
Robin, Gertrude
Robin, Nathaniel
Robins, Arthur deB., Jr.
Robinson, A. Elizabeth
Robinson, Anne
**Robinson, Arthur S.
Robinson, Bessie C.
**Robinson, Edmund G.
**Robinson, Elinor
Robinson, Elizabeth
Robinson, Florence
Robinson, Frances E.
Robinson, John D.
Robinson, Joseph P.
Robinson, Lillian M.
**Robinson, M. Ann
Robinson, Margaret A.
Robinson, Marguerite
Robinson, Mary
**Robinson, Meta
Robinson, Nathalie
Robinson, Pierce
**Robinson, Rachel
**Robinson, Robert P., Jr.
Robinson, Walter R.
Rock, Joyce K.
Rockwell, Reginald B.
**Rodgers, Georgeanne
Rodgers, William
Rodney, Eliza
Rodney, George B.
Rodney, John H., Jr.
Rodney, Keith R.
**Rodney, Sarah D.
Roe, Virginia
**Roehrs, Robert L.
Roemer, Louis
**Rogers, Anne
Rogers, Francis
Rogers, Frank H.
Rogers, Mildred
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